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ABSTRACT

This book presents brief educational profiles of 85 countries based on reports presented at the International Conference of Education in 1977. Educational systems in Africa, the Arab states, Asia and Oceania, Europe, and the Americas are outlined according to general aims, administration, finance, structure and organization, curricula, and teacher education. The appendix contains statistical data on education in each country. The data include total population, school age population, percentage of enrollment at all levels, and the number of teachers at all levels. These data are further broken down according to percentage of females in each category. Other statistics include public expenditure on education and its percentage of the gross national product, percentage of enrollment by level, entrance ages at first and second levels, and male-female enrollment ratios at first, second, and third levels. (KC)

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International guide to education systems

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Preface

This volume marks the beginning of an experimental phase in the re-launching of the *International yearbook of education*, publication of which was suspended in 1969. In response to the recommendation adopted at the last—thirty-sixth—session of the International Conference on Education (ICE), the International Bureau of Education (IBE) intends to resume annual production of the *Yearbook* with the content varying on a two-yearly cycle. Descriptions of national education systems in Member States of Unesco drawn from the reports submitted to the ICE will alternate with a comparative study of trends in education throughout the world during the previous two-year period, also arising out of the information supplied by Member States.

Thus, the profiles presented here have been based largely on the national reports presented at the thirty-sixth session of the ICE (Geneva, 1977). Member States were requested by the Secretariat of the IBE to prepare reports for distribution at the Conference consisting of: (a) a description of their national education system; and (b) a report on progress in education in their countries during the previous two years. This book is based on the former section. Although an effort has been made to encourage comparability among the profiles, inevitably the variation in the length and depth of information in the national reports has had an effect on the substance of the profiles. It is hoped to smooth out any unevenness in future editions, as well as to extend the coverage to all Member States of Unesco, depending, of course, upon the submission of their national report to the ICE.

The second volume arising out of the 1977 ICE will be published in 1979.

The eighty-five profiles presented in this volume have been compiled by a group of comparative educationists under the direction of Professor Brian Holmes. Professor Holmes is Head of the Department of Comparative Education at the University of London Institute of Education, where he has worked since 1953 after being appointed assistant editor of the *Yearbook of education* and tutor in the advanced studies department. He has published widely in the field of comparative education, including *Problems in education* (Routledge & Kegan Paul, 1965), and has been a visiting professor in Canada, Japan and the United States of America. Since 1960 he has made regular visits to the USSR and was Secretary/Treasurer of the Comparative Education Society of Europe during the period 1961–73, President during 1973–77, and Chairman of the World Council of Comparative Education Societies from 1974 to 1977.

The present book is composed of three sections: (a) an introduction written by Professor Holmes; (b) profiles describing the education systems of those Member States of Unesco submitting reports to the 1977 ICE presented in alphabetical order of country within each region or sub-region; and (c) an appendix, prepared by Unesco's Office of Statistics, giving basic statistical data on education in each country.

The complete documentation presented at the 1977 ICE, including working, reference and information documents, national reports and Member States' replies to IBE questionnaires, is available on microfiche and interested users may obtain any or all of these items by ordering them. The two distribution agents are: for Australia, Canada, Japan, New Zealand, the United Kingdom and the United States of America—UNIFO Publishers Ltd., P.O. Box 89, White Plains, New York 10605 (United States); for Africa, the Arab States, and Continental Europe—Microfilm Services, 10 Cours des Bastions, 1205 Geneva (Switzerland). Inquiries from any other countries may be addressed to either of the agents or directly to the International Bureau of Education, Palais Wilson, 1211 Geneva 14 (Switzerland). The catalogue of these microfiches has been published in the Series of International Reports on Education (SIRE) under the title *Reports from the International Conference on Education, 1977/Rapports de la Conférence Internationale de l'éducation, 1977* and is available from Commercial Services, Unesco, 7 Place de Fontenoy, 75700 Paris (France).

The Secretariat of the IBE wishes to express its thanks and appreciation to Professor Holmes and his colleagues at the University of London Institute of Education who undertook the preparation of this volume. Although they were working from documents written by nationals of the countries concerned, which facilitated their work somewhat, one must nevertheless recognize the task which the compilation of this book represented. The author is, of course, responsible for the choice and presentation of the facts contained in these profiles, and for the opinions expressed therein, which are not necessarily those of Unesco and do not engage the responsibility of the Organization.

Furthermore, the designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of Unesco concerning the legal status of any country or territory or of its authorities, or concerning the delimitations of any country or territory.

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[1] The groupings of countries in this book are based partly on Unesco's 'Definition of regions with a view to the execution of regional activities' and partly on Unesco's 'Groupings of Member States for the purposes of election to the executive board'.

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Introduction

Among the pioneers of comparative education were administrators who wished to improve their own systems of education and maintained that their success depended in part on the collection and dissemination of data about schools. National offices were set up in the nineteenth century to collect information about education at home and abroad. The International Bureau of Education (IBE) in Geneva was the first international agency in the field of education, committed to bringing together and disseminating data on an international scale.

The technical problems of doing so have fascinated comparative educationists for more than a hundred years. One obvious need is, of course, that the information from different countries is truly comparable. Criteria on which selection is made depend for their adequacy on the extent to which this is the case. The terms in which they are stated should be unambiguous. This is not easy because technical educational terms are not only nation-specific but are couched in the language of a nation. Substantial differences may exist between systems which use the same language. The translation of terms from several languages into one albeit world language poses obvious difficulties because each term takes on specific meaning by virtue of the general cultural context. Equally, few terms can be translated without danger of misinterpretation from one language into many. The choice of terms used to select descriptive information presents a major, if intriguing, problem.

Choice of data will depend upon the intentions and interests of the collectors. A complete and unambiguous description of any system of schooling is hardly possible. Hence there is need for indicators which facilitate desired descriptions. The most useful features of national education systems to be described have been debated by comparative educationists for a long time. The IBE has participated in these discussions with the aim of preparing profiles which provide succinct and accurate information about education systems throughout the world. It has done so by inviting Member States to supply official data in response to carefully prepared questions.

This present volume is the outcome of these procedures. It is intended to make available, in telegraphic form, the kind of information about school systems useful to ministers of education, administrators and teachers. All the material included in the profiles comes from official sources. It has been classified in accordance with principles evolved by the IBE and experts in the field of comparative education. These principles have been incorporated into models which are sufficiently simple to be as nearly independent as possible of any one national system. Their value for the purposes of collecting and classifying information is related to two major objectives. The first of these, as mentioned, is to present an accurate static picture of each system. The second objective is to make possible an analysis of processes—that is, to offer a dynamic picture of systems which change, however slowly. Each category of data is designed to throw light on the present status of a particular feature of an education system and to draw attention to some of the processes particular to the aspect of the system described.

Shortage of information has prevented the achievement of both objectives. These national profiles are largely static pictures but the models used to select the data are designed to facilitate the analysis of relevant processes. In this introduction, I have drawn attention to some of the processes which are important if the dynamics of school systems are to be understood.

PRINCIPLES OF CLASSIFICATION

One principle of classification is that information in each category should relate to a major criterion of selection. In sub-categories, data should be brought together which have been selected in the light of logically related indicators. Data in each category and sub-category should be mutually exclusive. Relationships between categories should be the subject of careful analysis. Evidently the generality of the data is determined by the indicator. The more general the latter, the greater the scope of the information collected. Sub-category material should be selected on the basis of logically related criteria.

A main category of data in the national profiles includes statements of aims. Certainly, policies and practices are aim or goal directed and find national expression in constitutions and/or legislation. The specificity with which educational aims and objectives are stated varies from one nation to another. So too do the political processes, and the individuals and organized groups involved in formulating them. A brief summary is given in each profile of the nation's aims.

Considerable research needs to be done into the ways in which educational aims find expression in constitutions, legislation and other national documents.

The extent to which there are shared assumptions about the purposes school should have is reflected in the declarations of the United Nations and Unesco. Interpretations of general aims differ in accordance with specific cultural patterns. It is consequently possible, in the light of generally assumed aims, to compare national aims by careful analyses of national documents and the philosophical theories which inspire and inform them.

The second main category of data brings together descriptions of institutions. Aims find expression in national policies which are, in turn, translated into institutions. Formal organizations are set up in the expectation that in operating them people will realize in practice their hopes and aspirations. If statements of aims are normative, descriptive statements can be made about organizations, the personnel who work in them, and the ways in which the organizations are operated and interact.

As an international agency, the IBE works principally, but not exclusively, through Member States of Unesco. Consequently, it is within the framework of national governments and systems of administration that the provision of education is described. These systems and the processes involved in the formulation, adoption and implementation of policy provide a framework within which all other aspects of a school system can be analysed and described. They mediate between aims and practices. A description is provided of the major national, provincial and local organizations and the functions they perform.

The resources allocated to a school system obviously influence its success and represent an important outcome of policy debate. Some indication of the amount of money spent on education is given in the statistical appendix. Much more detailed information from official sources is needed if this section of the national profiles is to be made meaningful.

Systems of administration and finance provide contexts in which schools operate. Brief descriptions of the formal organizations involved and the amounts of money allocated to the educational services are useful but should be taken as starting points from which analyses of policy processes can be made. Subsequent categories in the profiles draw together information about schools. The choice of data reflects the concerns shown by ministers of education and their officials over many years. The importance placed on one aspect of school rather than another has changed. The forums in which these aspects have been debated have also changed with time. Nevertheless, three features of school systems have been chosen to provide useful comparative pictures.

The structure and organization of a school system has an important bearing on the achievement of aims. When children start school, how long they must attend and the choices open to them before they leave to enter the world of work or an institution of higher education are important when judging the success of a system of schooling. The universalization of educational provision has informed national policies since the Universal Declaration of Human Rights in 1948. A major concern has been to modify structures and organization so as to achieve new aims.

The content of education received more attention as school systems were re-structured and reorganized. Curricula constitute another main category into which data have been placed. Lacking in most cases is any information about curriculum theory and about the persons and groups involved in curriculum reform. Nevertheless, from the profiles can be inferred some general patterns of curriculum provision.

Teacher education is another aspect of policy which has received considerable attention. Its importance lies in the contribution teachers make to the achievement of aims. Again, a static picture of the institutions in which teachers are trained, the content of their courses and certification procedures does less then justice to the complexities of this important aspect of any education system.

Implicit in the classification of data in these national profiles is the major distinction between stated aims and the ways in which they are achieved in practice. A further distinction is drawn between the administration and finance of schools and those aspects of school life which are important if educational goals are to be achieved.

Models which might be used to analyse processes are described and discussed for each of the following categories: ***'General aims'***, ***'Administration'***, ***'Finance'***, ***'Structure and organization'***, ***'Curricula'*** and ***'Teacher education'***.

General aims[1]

Philosophers discuss the goals of education. Government spokesmen select out from erudite discourses those hopes and aspirations which seem most appropriate. Frequently educational goals find expression in national constitutions and legislation.

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[1] The *Unesco: IBE education thesaurus* gives the following definitions:

Educational goals—The ends set explicitly or implicitly by a society for the educational system it maintains; expressed at times in broad political, cultural and economic terms (e.g. citizenship, democracy, group unity), at times referring specifically to formal education (e.g. access to education, equal education).

Educational aims—Express the direction given to all or part of the system of education by educators and thus formulate educational goals at a greater level of specificity.

Educational objectives—Intended or expected results of the educational process.

The word 'goals' has been used in the discussion in this introduction, though in the actual country profiles this item is included under the heading 'General aims'.

Thus there are at least two possible sources from which educational goals can be derived. Philosophical writings can be analysed to see how far education is regarded as essential to or promoting the 'good society'. Concepts of what constitutes the 'good society' differ and it is not for comparative educationists to evaluate them. Their task is to see how far they give direction and meaning to educational policies. Such goals may be regarded as society-centred.

Other goals refer to the contribution education should make to the all-round development of individual children. The constituents of all-round development differ according to choice of philosopher, but it is perhaps possible to say that all-round development is usually regarded as including intellectual, aesthetic, moral and physical well-being. Philosophers differ on the constituents of these aspects of development and hence it is possible to compare child-centred goals in education.

Knowledge for its own sake may be regarded by some philosophers as a worthy educational goal. On the other hand it is possible to regard the acquisition of knowledge as a facilitating aim or objective. Through its acquisition the potential of individuals may be developed and the store of human knowledge increased.

Thus, in examining and comparing general goals in education it is useful to look for those which stress social improvement, economic development or political awareness, those which emphasize the contribution education should make to the fulfilment of individuals, and those which make the search for and dissemination of knowledge a goal in itself.

Of course, most statements include all three of the general goals mentioned. Thus by educating individuals properly society will benefit. On the other hand, clear societal goals will help to determine how young people should be educated. The dissemination of knowledge and some understanding of how it should be acquired fits logically into logically coherent patterns of educational goals.

It is hardly surprising therefore to find a measure of consensus about the most *general goals of education*. Interesting comparisons can be made in national situations by analysing the particular theories of society, man and knowledge which give substance to general goals. In several papers I have suggested that ideal typical statements about national goals can be established by assuming that the views of one philosopher or a school of philosophers can be regarded as representing a measure of national consensus.

In this collection of profiles no attempt has been made to go beyond official statements of intent in presenting the general aims of each national system. Selection from the information provided was made on the assumption that most governments see education as serving society and individual members of sovereign states.

Comparisons reveal differences of emphasis and draw attention to the theoretical and ideological assumptions which underlie statements of goal. They also indicate the extent to which agreement has been reached regarding the concept of education as a basic human right. Less attention is perhaps given to the notion that education should help young people not only to know their rights but to exercise their responsibilities and perform their duties to the best of their abilities.

The profiles would benefit from a more extended account of national goals and the aims and objectives derived from them. Careful content analysis of national documents would enable consensus goals to be revealed. Further analysis would reveal the extent to which educational goals were the subject of national debate. Clearly, new legislation frequently incorporates shifts of emphasis and in some cases radically different social and individual objectives.

Since educational goals and the policies derived from them are likely to be matters of debate, it would be useful if comparative studies were made of the forums or arenas in which, in different countries, goals, theories and policies are debated. General aims may be the subject of widespread discussion. Discussion of theory may be largely restricted to those professionally engaged in the study of education and related subjects. Policies are likely to be debated by statesmen, administrators, planners and those responsible for policy formulation and adoption.

It should not be assumed, however, that in any country all aspects of educational policy are debated by the same groups of people. Policies related to various categories—administration, finance, structure and organization, curricula and teacher education—are likely to be debated by somewhat different groups of people. In general the protagonists include politicians, members of the public, parents, teachers, industrialists, officials and students. The processes of discussion in which they engage will, I hope, be the subject of careful comparative research in the future.

Administration

No attempt has been made in these profiles to provide detailed organigrams representing the links between ministries of education, provincial and local authorities and the directorate or departments in each of these organizations.

The model used to select and organize information about systems of administration is derived from formal organization theory. It assumes that, in formal organizations, three groups of person will be involved in their operation. A public interest group is usually elected. National assemblies, parliaments or congresses are examples of such public interest groups. They are supported by a group of administrators or bureaucrats with special responsibilities for aspects of policy. Directors of education and school inspectors are members of this group in a formal organization. Finally, there are the producers of the services provided by the formal organization. Teachers constitute this technical group of persons in those organizations responsible for educational services.

National education systems are frequently administered through formal organizations at national, provincial and local levels. Responsibility is shared by these agencies and only careful comparative research would make it possible to show how these relationships differ from one country to another.

In summary a general system of administration may be represented as shown in Figure 1.

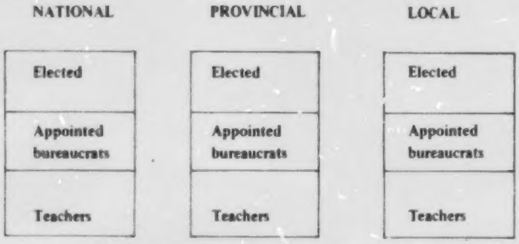


FIGURE 1. Formal organizations involved in administration.

National and provincial formal organizations are usually termed ministries of education. Local organizations established by municipalities are often termed 'local school boards'.

Static national profiles would be provided if each country identified in simplified form the major formal organizations involved in the administration of education. Personnel and their duties would be identified and placed in an appropriate position in the relevant formal organization. It should be appreciated, of course, that not all national formal organizations will include teachers as civil servants or that provincial organizations have been established to help administer education. The virtue of this simplified model is that it draws attention to possible organizations of administration and personnel without specifying any of them too closely. To do so would almost certainly prevent systematic comparisons.

It should also be reiterated that the involvement of personnel in formal organizations can be described and analysed only after the aspect of education under examination has been identified. Thus persons working inside national formal organizations, such as the Ministry of Education, may be responsible for legislation on some aspects of education, e.g. capital costs or curricula (in other countries provincial governments may be responsible for similar legislation). The same national organizations, however, may have no responsibility for other aspects of education, e.g. for the hiring and firing of teachers, which may be the task of a local formal organization.

More valuable than a profile which juxtaposes organization with specific task (i.e. the national government raises money to meet the costs of education) would be one in which processes are analysed. A useful classification of these is based on the assumption that the processes of (a) policy formulation, (b) policy adoption, and (c) policy implementation, are somewhat different and frequently involve rather different persons.

In using a formal organization model to analyse these decision-making and decision-taking procedures, I assume that they are all the criteria of interactions between individuals working in their personal position or as members of either statutory or non-formal groups. To illustrate this point it is necessary only to consider how national assemblies receive, *debate and adopt legislation* before delegating responsibility for its implementation to other formal organizations. The growth of research and planning units indicates the growing importance given now to *policy formulation.* Training schemes for teachers and administrators draw attention to aspects of *policy implementation.*

In summary, useful dynamic profiles of the ways administrative systems work would be drawn up by: (a) using a simple formal organization model to identify personnel statutorily involved in education; (b) identifying individuals and groups (either statutory or non-statutory bodies) outside formal organizations who influence policy; (c) specifying the aspect of education under consideration, e.g. the system of control, finance, school structure, curricula, teacher education, etc.; (d) describing the arena in which these aspects of policy are: (i) formulated; (ii) adopted; and (iii) implemented. Evidently the accumulation of relevant data would be dependent on careful analysis and some years of endeavour. The outcome would make for more meaningful comparisons of the dynamics of change.

Finance

The resources placed at the disposal of those running educational institutions influence the achievement of aims. In these profiles it has not been possible to do more than indicate which organization provides the funds and what percentage of the national budget is spent on education. Much more detailed information would make for useful comparisons.

It is likely that money is raised to meet the costs of education at national and local levels and, where they exist, by provincial organizations. The percentage of money raised at each level is some indicator of where the balance of responsibility lies. Equally valuable is knowledge about the extent to which national resources are used to equalize local finances.

Methods of raising money include income, property and sales taxes which may be levied at national, provincial and local levels. Income taxes are frequently national; property taxes local. It is only possible to compare the group which the tax burden falls into in various countries if a detailed analysis is made of the types of taxes and the organizations empowered to collect them.

A distinction should be drawn between funding through taxes levied specifically for the schools and tax systems in which money is raised for general services and part of it is then allocated to education. Again, in some countries funds for recurrent expenses are raised separately and in a different way from the method used to raise money to meet capital costs. These differences influence the degree to which direct support for education (and aspects of it) has to be aroused if the schools are to receive substantial support.

Levels of taxation, of course, depend upon budget estimates; the ways in which budgets are drawn up have been the subject of comparative research. More information is needed, however, in view of the heavy call now made by education systems on national resources.

In situations where taxes are raised for general services, the next stage in the process is allocation. The processes leading to the allocation of a percentage of the national budget to education are part of national, provincial and local politics. The final stage is accounting for expenditure or auditing accounts.

Each stage—the preparation of a budget, raising of tax money, the allocation of funds from national and local budgets, and auditing accounts—would provide information of considerable value to policy makers.

These processes add a dynamic dimension to crude statistics such as the percentage of the national budget on education, per capita expenditure on education, the proportions of public and private funds, and so on. Because resources may come from many national sources the proportion of the gross national product (GNP) devoted to educational services is often regarded as a better comparative indication than percentage of the budget. Even this figure can mislead because GNP may be extremely high in a country with a tiny population. In which case per capita expenditure may be high in spite of the fact that a relatively small percentage of the GNP is devoted to education.

In summary, comparisons of the resources raised for and allocated to school systems are valuable indicators of the value placed on education. Comparisons between resources devoted to competing social services (like health) and defence add to the picture. The distribution of resources within the education system—to poor neighbourhoods, to pre-school or university provision, in teachers' salaries, to administrative services—indicates the order of priorities accorded to aspects of education. Clearly the information provided in these profiles hardly touches the wealth of data required if careful comparative research into the costs of education is to be made and kept up to date.

Structure and organization

In pursuing the aim of providing education as a human right, governments, educationists and members of the public have tried to expand and reorganize traditional school systems. Private schools for the few pre-dated national selective school systems. 'Universal', 'free', and 'compulsory' became policy issues. Later on, details of provision differ but in general first-level schools as part of a compulsory system are made available to all while admission to second-level schools and universities is still selective. Differentiation by school type characterizes this period of development. Periods of compulsory attendance are increased. A subsequent development includes the reorganization of second-level schools along comprehensive lines. This is followed by an expansion of third-level education either in universities or alternative institutions, by the creation of a fourth level, and the introduction of short-cycle higher education. The revision of curricula and examination systems has tended to follow the universalization and reorganization of free, compulsory and extended schooling.

Consequently, a model is needed which takes account of historical developments, facilitates present-day comparisons and directs attention to ongoing debates. The early comparative educationists were aware that statistical comparisons depended for success on the possibility of finding suitable and unambiguous terms for the kinds of schools in which pupils in different countries were enrolled. Elementary schools, primary schools, *écoles primaires*, and *Volkschulen* are national specific school types. Grammar school, high school, *lycée, Gymnasium, liceo, lyceum*, and so on, are terms which take on special meaning in different countries. Franz Helker and other experts worked on a model designed to reduce some of these ambiguities. In *Relevant data in comparative education* (a report of a Unesco Institute for Education Expert Meeting, Hamburg, 1963) an agreed model suggested that attention should be drawn to at least four levels of schooling. Within each level one or more stages might be identified. It was suggested that the levels should be termed 'first', 'second', 'third' and 'fourth' in order to facilitate international comparisons. Within each level it was appreciated that, as well as stages, there would be different school types and different curriculum patterns. Each level, stage or course may be concluded by an examination or examinations. A complete profile would describe all these aspects of a national school system.

A statistical picture would provide details of enrolment at each level, stage and in each type of school. In comparative terms, absolute numbers are less meaningful than percentages. Two indicators have been used. The first draws attention to the proportion of the age cohort in any level, stage or school type. The second statistic shows the percentage of pupils moving from one level or

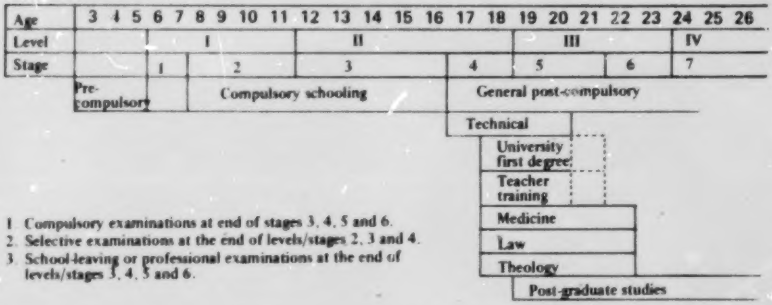
Age	Years at school	Level	Stage	Description	School type	Courses	Examinations
22-23-24		IV		Fourth level[8]	Professional	e.g. Post-graduate	
		III	(6)	Second stage Third level	University		e.g. B.A., B.Sc.
			(5)	First stage Third level[7]	Short cycle Higher	Degree Diploma	
18-19-20				Transfer			
14-15-16		II	(4)	Upper stage Second level[6]	Sixth form	(1) Pre-university (2) Vocational	
				Compulsory school ends[5]			'O' level
			(3)	Lower stage Second level[4]	Middle	Common and options	
10-11-12				Transfer[3]			
		I	(2)	Upper stage First level	Junior		
			(1)	Lower stage First level	Infant	Common	
5-6-7				Compulsory school begins[2]			
				Pre-school education[1]	Nursery, kindergarten		

FIGURE 2. Structure of an education system (using examples of terminology from the United Kingdom).

1. Pre-school provision may be made for children between 2 – 6 depending on the system.
2. First-level school—the age of beginning compulsory attendance varies between 5 and 7.
3. Transfer from the first to second levels may involve change of school and frequently occurs between the ages of 10 and 12 with, or more recently without, selection.
4. Second-level schooling has been the object of much debate and reorganization.
5. Compulsory schooling may be defined in terms of the numbers of years completed, e.g. 9, or by age reached, e.g. 16 years of age.
6. The upper stage of second-level schooling is usually post-compulsory. One school type or course is usually pre-university. A range of provision is now made at this stage.
7. The third level includes university undergraduate courses. Alternative types of third-level institutions and shorter courses have been established.
8. Fourth-level institutions and courses include professional, doctoral and research students.

stage to the next. The proportion of pupils entering and leaving each level with or without a leaving certificate, diploma or other award is an important indicator of the extent to which the school system provides universal education and retains pupils.

The model used to select information for these national profiles is, by intent, simple. The details included in each national profile are also minimal. Evidently, it would be possible to build up a data bank based upon indicators derived from this model. Specific research problems should, however, determine what kind of data are required and the degree of sophistication with which they should be collected. (See Figures 2 and 3.)


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1
2
3
4
5
6
7
Pre-compulsory
Compulsory schooling
General post-compulsory
Technical
University first degree
Teacher training
Medicine
Law
Theology
Post-graduate studies

1. Compulsory examinations at end of stages 3, 4, 5 and 6.
2. Selective examinations at the end of levels/stages 2, 3 and 4.
3. School-leaving or professional examinations at the end of levels/stages 3, 4, 5 and 6.

FIGURE 3. Example of the structure of an education system.

In general, the way in which children enter, pass through and leave the school system is of comparative interest. Pre-school education may socialize children, offer some basic skills or attempt to compensate those whose home circumstances place them at some disadvantage. The age at which children are obliged by law to attend school varies, but the first day at school is bound to be an occasion in anyone's life. How pupils are initiated into the first school is of considerable interest.

The progress of children through first-level schools is usually monitored by class teachers. How this is done, whether by one or several teachers using examinations, other forms of assessment and record cards, are features of the way in which these schools are organized. Automatic promotion, grade repetition and drop-outs may characterize some systems but not others. The point of transition from the first to second level has important consequences for children in selective systems. The mechanisms of selection (and their disappearance) provide insights into the criteria on which children are selected and draw attention to the way in which second-level schools are organized.

Similar information about the progress of pupils through second-level schools to the point at which they leave school or continue on to post-compulsory institutions is needed if the dynamics of school systems are to be compared. Again, some knowledge of the types of examinations used to qualify pupils for the next stage or level of education, or which enable them to move out of the school system into the world of work, is needed if the educational chances of children in different countries are to be compared.

The expansion of third-level institutions is a fairly recent development in most countries. Debate turns on whether the expansion should be designed to meet students' desires to participate in third-level education or to meet estimated manpower needs. In either case, the expansion of third-level institutions has been accompanied by some reorganization of universities, professional schools, technological institutions and teacher training.

At the second and third level information is needed about the choice of school type open to pupils and students, and of the stages within them. Opportunities to transfer from one school type to another should be stated and the conditions under which transfer is possible should be the subject of official information. As the number of school types at the first stage of the second level declines, curricula choice becomes important if the progress of pupils is to be monitered. Indeed, as each stage becomes less differentiated in terms of types of school differentiation, and in terms of content, then homogeneous or mixed ability groupings, methods of teaching and so on become practices on which information is needed if comparative descriptions are to be made.

Analysis is also required. The speed and success with which children move through school systems and their length of stay in them depend on many factors. Traditionally, race, language and religious background have influenced the educational chances of children in multi-cultural societies. Today the social class position of parents and the home background contribute to the success and failure of children in many school systems. No attempt has been made to introduce evidence of this kind into these national profiles. It is worth noting, however, that the model of the 'Structure and organization' and the progress of a child through the system is capable of wide application in comparative research.

Curricula

In 'Curriculum innovation at the second level of education' *(Educational documentation and information* (Geneva, Unesco: IBE), No. 190, Ist quarter 1975) I suggested that four general curriculum theories offer useful criteria for selecting information about the content of education. Three of them—essentialism, encyclopedism and pragmatics—make it possible to establish

20

curricula on this basis. The fourth theory—polytechnicalization—indicates how, once selected, the content of education should be treated.

An essentialist curriculum is in response to the question: What subjects are essential in the general or liberal education of individuals?

Encyclopedism implies that all knowledge should as far as possible find a place in the curriculum. French interpretations of this theory gave priority to mathematics and natural sciences and, among literary subjects, to modern rather than classical languages; drawing and other manual skills were to be included in this broadly conceived curriculum.

The criteria of selection derived from pragmatic theory are social and personal. The content of education is determined by asking what knowledge young people will need (and therefore should have) to meet the problems of living—occupational, civic, family, leisure, health and moral—when they leave school.

Polytechnical theory suggests that the social implications and the practical applications to productive life of anything that is taught should be made clear.

A distinction can therefore be made between knowledge-centred and society-centred curricula; and between epistemologies which restrict the range of worthwhile knowledge and those which do not; and between social-psychological theories which emphasize the needs of individuals and those which stress the importance of economic life. On these distinctions curricula can be described and compared.

Knowledge-based curricula can be further placed into high status and low status categories. Academic, general or liberalizing knowledge usually has high status. Knowledge associated with skills and vocational and technical activities is often classified as low-status knowledge. The school types in which these different kinds of knowledge are provided are placed in a status hierarchy which reflects the esteem in which the knowledge is held. Hierarchies of knowledge still persist even among carefully selected subjects for inclusion in school and university curricula, as well as in those systems where a wide range of subjects is offered.

In many systems extra-curriculum activities allow the content of education to be extended beyond the confines of knowledge. Some information should be given about these activities because their importance in the achievement of school objectives may be high. In some systems, of course, they are regarded as an integral part of the regular school curriculum.

The knowledge explosion has thrown strain on traditional approaches to the selection of knowledge for the purpose of education. Attitudes towards equality of provision have made untenable the selection of content in the light of individual abilities to benefit from it. These national profiles show how content differentiation has replaced differentiation by school type. Along with this practice has come the notion of a core curriculum and options. In general, core curricula take up the largest single block of time in first-level schools and in the first stage of second-level schools. As pupils move up through the system, the core occupies less and less time and options increase. Brief though the profiles are, they do point to differences between curricula and illustrate some of the principles here enunciated.

The processes of curriculum development are worthy of careful study. In analysing the politics of curriculum formulation, adoption and implementation, a broad distinction should be drawn between: (a) the producers of knowledge—the teachers—and the way they structure, select and disseminate knowledge; and (b) the consumers of education, namely, pupils and vicariously parents, industrialists and educationists themselves. What teachers offer as worthwhile knowledge is not always regarded by pupils, students and industrialists as such. Undoubtedly the status of knowledge is related to the power and position it can confer on those who possess it. Consequently a comparative analysis of the way knowledge is organized, and by whom, for the purpose of education leads us back to the kind of analysis of policy formulation, adoption and implementation which previously (under 'Administration') I maintained would give a dynamic dimension to static profiles.

All too frequently the assumption is, and finds expression in official statements, that the minister of education lays down the curriculum in national schools. On the other hand official statements may suggest that curricula are the responsibility of individual teachers. In brief profiles, over-simplification is inevitable and neither of these polar statements does justice to the dynamics of curriculum development. Comparative studies of curriculum innovation and the constraints which surround it are needed. What is presented here are brief descriptions of the way in which courses are organized and the choices open to students as they pass through the system.

Teacher education

As the traditional distinction between the various types of school and the two (or three) types of teacher becomes more blurred, the issue of control becomes a matter of considerable debate.

Public service, special knowledge and skills, and control are indicators which allow information about teacher education to be classified for comparative purposes. Differences within countries between types of teachers are as great as between countries. Some national profiles make clear that teachers for first-level schools are still trained in second-level schools, while second-level school-teachers are trained in third-level institutions. A worldwide trend is to require all teachers to have trained in third-level institutions. What is not yet clear in some countries is who should control this kind of education and training.

An organizing principle for this category of information might turn on the entry into, progress through, and qualifications received at the end of their studies by students wishing to become teachers. Comparisons may be made of the age and pre-requisites for entry into different teacher training institutions. How selection is made and by whom have importance if the supply of teachers is to be related to future demand. The balance of studies should be compared. Subject matter (general and specialist), social science foundation studies, professional subjects and practical teaching are usual components in teacher education programmes. The sequences in which these elements are offered and the proportion of each over the full period of training should be known if comparisons are to be made. Forms of assessment and the procedures leading to the issue of a qualification to teach are also matters of interest. In-service training requirements and their relation to promotion and salary levels differ widely, as do methods of appointment and salary scales.

It is easy to see how information about the training of teachers is related to data in the other categories. The 'General aims' influence the tasks teachers are expected to perform. The 'Structure and organization' of a school system influences decisions about the types of training teachers should be given. 'Curricula' determine what teachers should know and the skills of presenting information they should possess. 'Administration' and 'Finance' constitute national frameworks in which teachers are selected, trained, certificated and paid. The delicate balance between professional autonomy and national needs as governments see them has to be maintained. The salaries of teachers constitute such a high proportion of the costs of education that they cannot be ignored in judging the support given to the schools.

CONCLUSION

A distinction has been drawn between information which could well go into national profiles and the dynamic processes which might serve to make a selection of data for each category meaningful. Research studies will increase the data we have on education and thus contribute to the quality of national profiles. Basically, they are designed to present in simplified form a comprehensive picture of a national system of education. On this occasion all the information has been taken from official reports submitted to the International Bureau of Education for the thirty-sixth session of the International Conference on Education. This volume should be used in conjunction with the second volume based on the national reports which discusses educational trends and gives some indication of the direction in which education is going throughout the world. The second volume will be published during 1979.

This volume has been prepared under the direction of Professor Brian Holmes, Head of the Department of Comparative Education at the University of London Institute of Education with the help of some thirty doctoral students whose knowledge of their own and other countries' education systems enabled a judicious selection to be made from the reports submitted. Mr. P. Stokes took responsibility for final editing and preparing the typescript. His efficiency and concern for detail have made a major contribution to the preparation of this volume.

Africa

BURUNDI

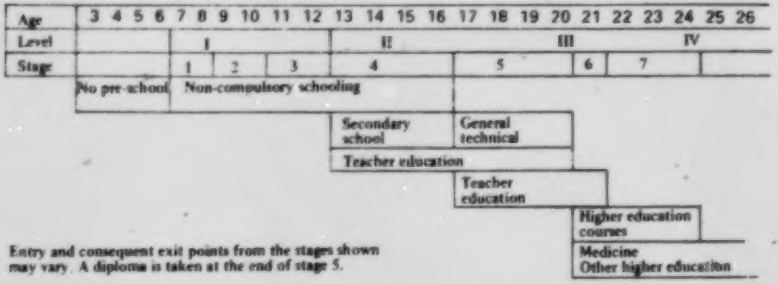
General aims. The improvement of scholastic attainment at all levels of education, the replacement of elitist selection procedures by a democraticization process and the equipping of secondary and higher education for the task of meeting the social and economic needs of the country are major aims. Primary education is to be ruralized and have a practical orientation. Secondary education is to be diversified and improved professionnally and a national university is to be established.

Administration. The Ministry of Education administers the education system. Policy proposals are approved and adopted by the Council of Ministers and the inspectorate ensures their implementation. Advisory bodies exist nationally.

Primary education is organized regionally in twenty-two *cantons* and locally in 283 *directions scolaires.* Secondary education is nationally organized. Sectarian schools are the responsibility of the religious orders which control them.

Finance. In 1970 the government provided 85% of all expenditure on education. Approved institutions run by religious orders are subsidized by the State. The World Bank has financed a scheme for 100 *centres de formation polyvalente.*

Structure of the education system in Burundi


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1
2
3
4
5
6
7
No pre-school
Non-compulsory schooling
Secondary school
General technical
Teacher education
Teacher education
Higher education courses
Medicine
Other higher education

Entry and consequent exit points from the stages shown may vary. A diploma is taken at the end of stage 5.

Structure and organization. There are two strands in the education system: one is State organized; the other run by religious bodies. Informal education also exists in unaided institutions *(para-scolaire)* organized by the Catholic Church where the emphasis is on literacy and practical studies.

Primary education from 6 to 12 years of age is in three two-year stages. After four years of secondary education three strands emerge: general, technical and *normal* (teacher training). A diploma of secondary education provides access to higher education which lasts four years for all subjects except medicine.

Primary schools are open for six days per week and provide six hours of study daily. Secondary schools have a five-day week of between twenty-two and twenty-four lessons. The school year lasts twenty-six weeks and starts in September.

Curricula. The purpose of primary education is a preparation for life and the foundation for an eventual secondary education. Activity methods predominate in primary schools.

Teacher education. There are teacher training schools and intermediate pedagogical schools which provide eight- and five-year courses respectively. Teacher training is available in both second and third levels of education and successful students teach in primary schools or gain entrance to university. The Pedagogical Institute accepts students of university standard who receive an undergraduate training. Many teachers are foreigners who have qualified abroad.

CENTRAL AFRICAN EMPIRE

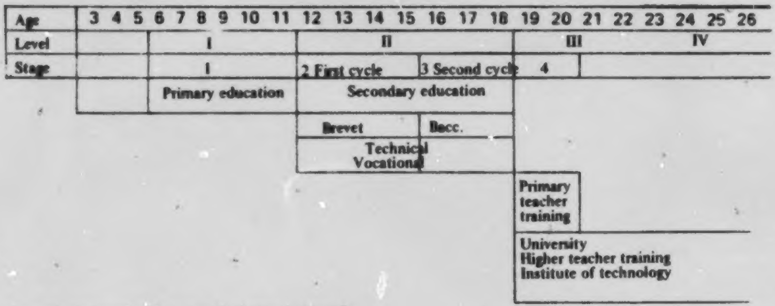
General aims. There are two principal educational aims: the eradication of illiteracy; and the training of manpower for middle and higher positions. Other objectives are the ruralization of education, strengthening primary education through rationalizing the establishment of new schools, recruiting teachers, re-thinking vocational guidance for girls and reducing the school day to five hours. Importance is attached to vocational training in all sectors of the economy.

Primary and secondary education are provided free. Since 1967 scholarships for secondary and technical education are awarded to students according to their financial needs.

Administration. The Ministry of Education is responsible for the administration of all education except agricultural education, which is the responsibility of the Ministry of Development. The system is centralized and the principal ministerial directorates are the Directorate-General for Education, responsible for all education, technical and educational services, and the Directorate for Youth and Sport. An *inspection d'académie* (education office) is in charge of all districts. Inspectors of primary education have responsibility for the administration of districts and two specialist inspectors supervise French teachers working in general educational establishments.

The influence of the French education system clearly exists.

Structure of the education system in the Central African Empire


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1
2 First cycle
3 Second cycle
4
Primary education
Secondary education
Brevet
Bacc.
Technical
Vocational
Primary teacher training
University
Higher teacher training
Institute of technology

Compulsory examinations at end of stage 1 onwards.
Ages of entry to various stages may differ from above.

Structure and organization. Primary education lasts six years at the end of which a competitive examination *(concours d'entrée en sixième)* provides access to secondary education. There are two cycles in secondary education: the first lasts four years and leads to the *brevet élémentaire du premier cycle* (lower secondary school certificate); the second is a three-year course leading to the *baccalauréat* and ultimately higher education.

Technical education, divided into short and long courses, leads to *certificats d'aptitude professionnelle* (vocational training certificate), diplomas and the technical *baccalauréat.*

The J.B. Bokassa University, Bangui, provides higher education in faculties of law, economics, an institute of technology and an *Ecole normale supérieure* (higher teacher training college).

Curricula. An Africanization programme has introduced changes at the secondary level in the history and geography syllabuses. After primary school pupils may be directed to general and technical secondary education, apprenticeship centres, technical schools for girls, schools of arts and crafts, or agricultural education.

Teacher education. Primary school-teachers are trained for two years after gaining the lower secondary school certificate. Secondary teachers train at the *Ecole normale supérieure.*

CHAD

General aims. It is an aim of the government that educational policy shall be closely related to the economic and social development objectives of the country. The Ministry of National Education and Culture is undertaking the ruralization of primary education curricula, attempting to set a minimum school entry age at 7 years and restricting the number of pupils allowed to repeat courses. Education is secular.

Administration. The Ministry of National Education and Culture is responsible for primary, secondary, teacher training, technical and higher education. A system of school regions exists each with a principle inspector. The inspectors' tasks are, *inter alia*, co-ordinating teams of advisers, making appointments to schools, planning, etc.

Finance. National education is almost entirely financed from the budget of the Ministry of National Education and Culture. Foreign technical assistance in the form of equipment and personnel is also provided.

Structure and organization. Primary education is for six years from the age of 7. At the end of primary school pupils either obtain a school-leaving certificate or proceed to secondary education after successful completion of a competitive examination *(concours d'entrée en sixième).* Those pupils who do not enter secondary education are directed to vocational or agricultural education, or leave school.

Secondary education is provided in general schools for four years, where a lower secondary school certificate or elementary certificate may be awarded.

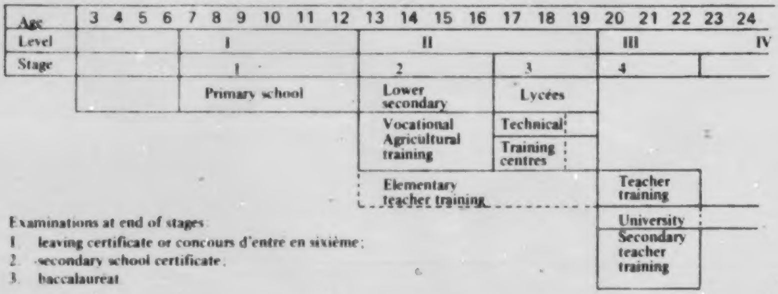
In *lycées* a course of seven years' duration is offered. The secondary school certificate may be awarded after four years and the *baccalauréat* after a further three years study.

Technical education is also available in technical *lycées*, technical schools, apprenticeship centres and in-service training centres for girls.

The school year begins in September and ends in June. Classes are held in the mornings; in some establishments where overcrowding exists a shift system operates.

Curricula. The language of instruction is French, but Arabic is optional in primary education. In addition to reading, writing and arithmetic, the subjects studied in primary school are hygiene, agriculture and animal husbandry. Subjects studied in secondary schools are based on those followed in French establishments of the same level but the natural sciences, history, geography and French are adapted to African requirements.

Structure of the education system in Chad


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Level
I
II
III
IV
Stage
1
2
3
4
Primary school
Lower secondary
Lycées
Vocational Agricultural training
Technical
Training centres
Elementary teacher training
Teacher training
University
Secondary teacher training

Examinations at end of stages:
1. leaving certificate or concours d'entre en sixième;
2. secondary school certificate;
3. baccalaureat

Teacher education. Primary teachers are trained for three years in teacher training schools. In addition *moniteurs* are recruited to make up for the shortage of qualified personnel. They are given the opportunity to complete their training and take professional examinations. Secondary school-teachers are trained at the University of Chad.

A five-week refresher course, held at the In-Service Teacher Training Centre at Fort-Lamy, is attended in rotation by all teachers. A retraining centre for *moniteurs* offers a three-year course.

PEOPLE'S REPUBLIC OF THE CONGO

General aims. National unity is one of the major aims of education. This is to be achieved through a unified, co-educational system of schooling available to all linguistic groups, regardless of tribe or sect.

Through a programme of technical and vocational training and an emphasis on agricultural education, it is hoped to achieve economic and social independence and prevent the drift from rural to urban areas.

Administration. The Ministry of Education is the main authority in all matters relating to education. Policy is formulated nationally by the Higher Council of Education, of which the Minister is chairman. There are ten regional directorates of education and at this level school commissions implement policy and act as consultative bodies. An inspectorate is responsible for supervision and standardization.

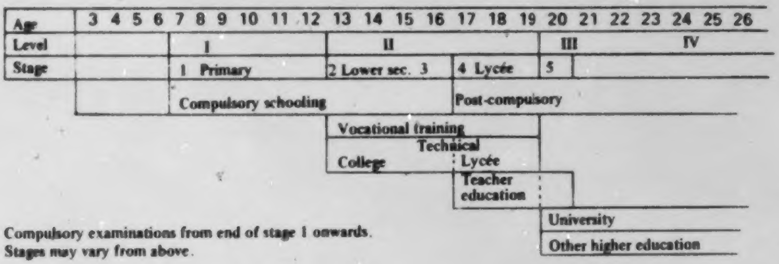
Finance. Funds for education are provided largely by the State. Finance is also available from international organizations; aid in the form of materials and technicians is provided as the result of bilateral agreements.

Some village schools have been built and financed locally.

Structure and organization. Education is compulsory from 6 to 16 years of age. Elementary education is provided free of charge. Primary school lasts for six years and after an examination pupils transfer to the lower stage of secondary schooling, which lasts four years. Pupils may transfer during this stage to vocational training centres offering two-year courses. Entrance to the upper stage of secondary schooling is via an examination. The *baccalauréat* is awarded after three successful years of upper secondary school.

Technical education is provided in *centres d'orientation pratique* where two-year farming courses are offered for those who have completed primary school. *Collèges d'enseignement technique* provide courses which lead to the *brevet d'études moyennes techniques*. Technical *lycées* offer courses leading to the *baccalauréat* and professional diplomas. The Higher Education Centre in Brazzaville and the Université Marien Ngouabi offer third-level courses.

Structure of the education system in the Congo


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1 Primary
2 Lower sec. 3
4 Lycée
5
Compulsory schooling
Post-compulsory
Vocational training
Technical
College
Lycée
Teacher education
University
Other higher education

Compulsory examinations from end of stage 1 onwards.
Stages may vary from above.

Curricula. There is a national centre for the formulation and development of curricula. Ruralization programmes aim to provide pupils with a basic knowledge relevant to their environment and both history and geography are taught in the light of African culture.

At the lower secondary stage importance is given in the curriculum to economics and technology, and civic ideological instruction. The upper secondary stage allows for specialization among science, mathematics, physics, chemistry, modern literature, economics and ethics. Technical and vocational education cover agriculture, chemistry, commerce and industrial mechanics. French is the language of instruction.

Teacher education. Holders of the *baccalauréat* follow a one-year training course at the *Ecole normale d'instituteurs* at Brazzaville. A three-year training is offered for those who possess the *brevet d'études moyennes* at institutes in Mouyondzi and Loubomo. Secondary school-teachers are usually trained at the Higher Teacher Training Institute for Central Africa.

Shortage of personnel means that there is recruitment of *volontaires de l'éducation* for technical education, who have no formal professional training. Other categories of teachers are the *moniteurs* and *instituteurs adjoints* who receive training during vacation periods. The Regional Directorate of Education and experienced teachers organize training programmes.

ETHIOPIA

General aims. An official notice issued in 1955 states that all children between the ages of 7 and 18 shall receive at least an elementary education regardless of race, language or religion.

Two essential aims are to train children for responsible citizenship and provide staff for the administrative, business, technical and other sectors of society which characterize a developing nation.

Administration. Decrees are formulated by the government, adopted by the Ministry of Education and implemented at provincial and local levels. About one-fifth of primary schools are privately run.

The Ministry of Education has responsibility for all aspects of educational development. It has four main departments: programme planning and research; educational operations; administrative services; and fine arts and culture. Inspectors attached to the ministry supervise the implementation of policy.

Structure and organization. Elementary education from the age of 7 is for six years. It is not compulsory. In 1973 about 65% of children from towns and about 4% in rural areas attended elementary school.

The general secondary school covers six years. It consists of two cycles: junior and senior lasting two and four years respectively. Pupils who leave after junior secondary school may enter a four-year course in technical, commercial or vocational subjects or study law or fine arts.

The school year begins in September and is of forty weeks' duration.

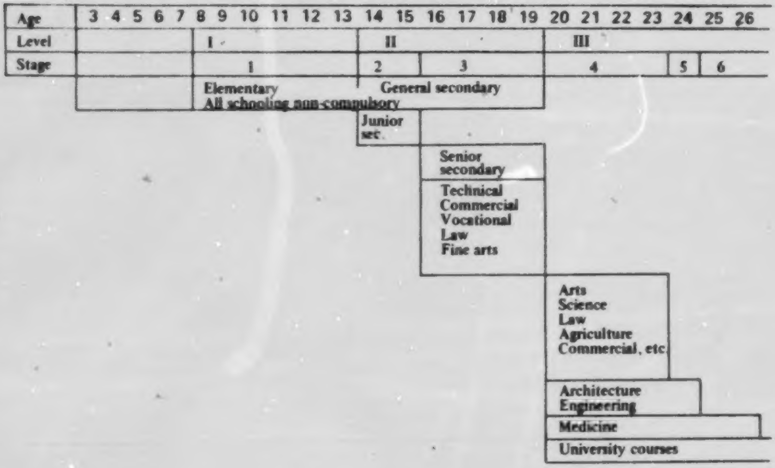
Higher education is provided in the university where four-, five and seven-year courses are offered, as also in other colleges and polytechnics. The university year is of thirty-six weeks' duration.

Curricula. The Department of Programme Planning and Research is undertaking a reform of curricula and production of teaching materials.

Teacher training. Primary school-teachers are trained in primary teacher colleges. Candidates entering after the second year of senior secondary school must train for two years: those who enter after completing secondary school train for one year.

Secondary school-teachers are trained in junior teacher colleges. The course lasts two years. Entry to both types of college is based on tests. Teachers' salary scales are comparable with similar civil service grades.

Structure of the education system in Ethiopia


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
Stage
1
2
3
4
5
6
Elementary
All schooling non-compulsory
General secondary
Junior sec.
Senior secondary
Technical
Commercial
Vocational
Law
Fine arts
Arts
Science
Law
Agriculture
Commercial, etc.
Architecture
Engineering
Medicine
University courses

GABON

General aims. Education is a means of preparing the younger generation to participate in the country's economic development and improve the quality of life. An objective is to re-think teaching programmes and integrate the education system with the economy.

Schooling is free, co-educational and compulsory for pupils of 6 to 16 years of age. Equality of access to secondary and higher education is maintained through the automatic awarding of student grants.

Administration. The Ministry of Education is largely responsible for administration. Within the ministry are two directorates: one is responsible for administration and social affairs, finance, planning, hygiene and sport; the other for schools, higher education and teaching. Other ministries and institutions assist with educational matters. There are eleven regional education authorities.

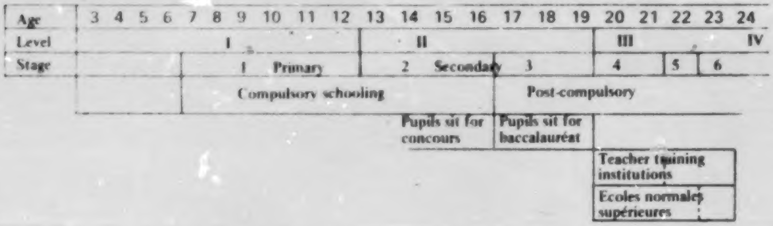
Finance. Education is mainly financed by the State. Grants are awarded to those studying at secondary and higher levels.

Structure and organization. Primary education lasts six years at the end of which a certificate is awarded. After four years of secondary school a *concours* may be taken which provides entry to further secondary schooling lasting three years. Pupils may then take the *baccalauréat* examinations. The school year is from September to June.

Curricula. The curricula for all schools are developed at national level. They are highly structured with allocations of time set for each subject at each level and stage of schooling. At the lower secondary stage mathematics, mother tongue, history, geography and two languages are common to the curricula of the *lycées modernes*, general secondary schools, and the technical *lycée*. In the last named, emphasis is given to physics, technology and laboratory work.

Teacher education. Primary and lower secondary school-teachers are generally trained at institutions providing two- or four-year courses, which contain general and

Structure of the education system in Gabon


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Level
I
II
III
IV
Stage
1 Primary
2 Secondary
3
4
5
6
Compulsory schooling
Post-compulsory
Pupils sit for concours
Pupils sit for baccalauréat
Teacher training institutions
Ecoles normales supérieures

Compulsory examinations at end of stages 1 to 6.

professional studies. A probationary year of teaching is required. Higher secondary school-teachers train at *écoles normales supérieures* for three or four years after gaining the *baccalauréat*.

In 1976 approximately 82% of higher secondary teachers were foreigners.

GHANA

General aims. The principal aim of educational policy is to equip young people as efficient members of a modern and productive society.

Administration. Education is governed by laws passed by Parliament and by regulations promulgated by the Ministry of Education. The Ministry of Labour and Social Affairs is concerned with adult literacy and the Ministry of Agriculture with agricultural training. Most private schools are run by the churches in agreement with the local authorities.

The Ministry of Education is organized into two main divisions: pre-university education, responsible for kindergartens and nursery schools, primary, secondary and vocational education as well as teacher training; and higher education, responsible for institutions of higher education; and the Department of Art and Culture, and National Archives.

The Ghana Education Service is a unified management and controlling body designed to aid effective implementation of policy and to eliminate duplication in management and control. The Curriculum Research and Development Division (CRDD) of the Ghana Education Service is the central agency for curriculum change within the pre-university education system. The National Advisory Committee on Curriculum is the main advisory body.

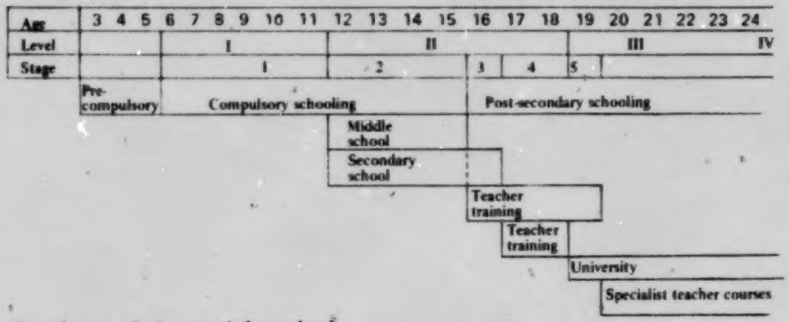
Primary and middle schools are inspected by education officers attached to district education offices. Secondary schools and teacher training colleges are served by an inspectorate consisting of four area inspectors working under the direction of the senior inspector of schools at the Ministry.

Finance. A large proportion (25%) of central government expenditure is on education. At school pupils must purchase their own textbooks. In the sixth form at secondary school students are granted bursaries. Teachers undergoing further training at the Specialist and Advanced Teacher Training Colleges are on study leave with pay and they contribute only toward boarding costs.

Universities are fully financed by the government. The government also pays a student's maintenance grant which covers board and lodging. Tuition in universities is free to Ghanaian students.

In addition, the Ghana Commercial Bank, on the authorization of the government, operates a students' credit scheme by which students are granted interest free loans repayable on the completion of the course.

Structure of the education system in Ghana


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Level
I
II
III
IV
Stage
1
2
3
4
5
Pre-compulsory
Compulsory schooling
Post-secondary schooling
Middle school
Secondary school
Teacher training
Teacher training
University
Specialist teacher courses

Compulsory examinations at end of stages 1 to 5.

Structure and organization. Entry into school is at the age of 6. The period of compulsory education is ten school years. This is organized in two stages: six years of primary school followed by four years of middle school.

The secondary school course is of five years' duration after primary school and leads to the School Certificate or the General Certificate of Education ordinary-level examination (GCE 'O'-level). This is followed by a two-year sixth-form course which leads to the GCE advanced-level examination.

Commercial secondary schools provide a five-year course with secretarial and accounting practice options leading to GCE 'O'-level.

From the first cycle (the first ten grades) pupils proceed to second-cycle institutions through competitive selection examinations which may be sat in primary class six or in any grade of middle school. At the end of the middle school there is a Middle School Leaving Certificate Examination taken by pupils who have not moved on via the Common Entrance Examination to secondary school.

The Royal Society of Arts, London, the London Chamber of Commerce and technical institutes offer a variety of craft courses up to the City and Guilds Intermediate Level for middle-school entrants. Polytechnics offer advanced craft and technical courses for entrants from secondary schools and technical institutes.

Vocational training outside the formal school setting caters for many pupils and is largely the concern of the Ministry of Labour, Social Welfare and Co-operatives. A significant proportion of vocational training is also offered by voluntary and charitable organizations, bilateral aid agencies and by private enterprise.

Admission to university is based on a candidate's performance firstly in the GCE 'O'-level examination and secondly on his obtaining a minimum of three passes in the GCE 'A'-level.

The school year begins in September.

Curricula. The school curriculum is mainly built around academic subjects. Streaming takes place from the end of the tenth grade.

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The University of Ghana offers degree, diploma and certificate courses in agriculture, the humanities, law, administration and medicine. The University of Science and Technology provides degree, diploma and certificate courses in engineering, and sciences including agriculture, architecture, planning, pharmacy and medicine. The University of Cape Coast specializes in the training of professional graduate teachers.

Teacher education. Teachers for elementary schools are trained either for four years (post-middle school) or two years (post-secondary school). Both types of course lead to the award of a teacher's certificate. There are also specialist, diploma or advanced courses for teachers of technical subjects, home science, agricultural and rural science, music, art, physical education, science, mathematics, Ghanaian languages and also for teachers of the deaf. Entry to these courses is in most cases restricted to certificated teachers who have taught for a minimum period of three years since obtaining their basic professional qualifications. Professional graduate teachers for secondary schools are trained at the University of Cape Coast.

Five training colleges have been retained as in-service training centres to mount comprehensive in-service training programmes for up-grading and up-dating teachers' knowledge.

The CRDD is currently co-operating closely with the University of Cape Coast in organizing professional up-grading and renewal courses and seminars for serving teachers. Also there are short courses for teachers in educational guidance and counselling techniques.

IVORY COAST

General aims. The country intends to have introduced by 1986 a system of universal primary education for the 6-11 age group. It is government policy to reduce the drop-out and repeater rates, especially in primary education, and also to encourage enrolments in the scientific and technical streams at the secondary level of education.

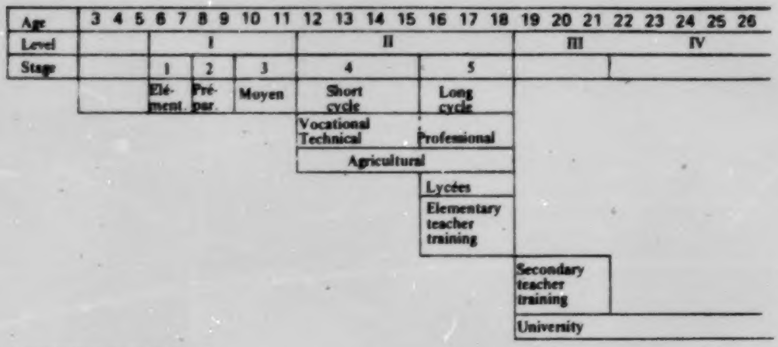
Education is free of charge in public schools and efforts are being made to increase the number of girls being educated.

Administration. The Ministry of National Education is responsible for administering and supervising most of the education system. It was reorganized in 1969. Other ministries involved in education include the Ministries of: Agriculture, Armed Forces, Youth and Civic Service, Public Health and Labour, and Finance.

Finance. For both public and private education the major financial source is the national budget. Local communities contribute towards maintenance and furnishings. Foreign aid plays an important role in the financing of education. Private education is sponsored by religious organizations and pupils must pay small fees.

The Ministry of National Education controls the budget of public institutions and allocates subsidies to private schools.

Structure of the education system in Ivory Coast


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1
2
3
4
5
Elé-ment.
Pré-par.
Moyen
Short cycle
Long cycle
Vocational Technical
Profesional
Agricultural
Lycées
Elementary teacher training
Secondary teacher training
University

Examinations at end of stages:
3. Primary certificate and competition for sixième;
4. Brevet – first cycle;
5. Baccalauréat

Structure and organization. The structure of the education system is identical to the French model. Primary education consists of three two-year cycles, which are respectively *cours préparatoire, cours élémentaire* and *cours moyen.* At the end of the third cycle there is competitive selection for secondary education. Enrolment in private secondary schools is not subject to competition.

Secondary education may consist of a short cycle: four years' study *(sixième, cinquième, quatrième, troisième)* which ends with the examination *brevet d'études de premier cycle* and can lead to professional or technical training courses. At the end of the *troisième* the National Guidance Commission confirms candidates on an assessment of past work for a long cycle: a further three years' secondary education *(seconde, premier, terminale).* These three years are a preparation for the *baccalauréat* upon which access to higher education depends.

The school year begins in October.

Curricula. The National Reform Commission studies some of the most important aspects of the education system.

Amongst other subjects the short cycle includes modern languages and physics. Pre-selection for the long cycle is made at the beginning of the third year *(quatrième).*

Teacher education. There are teacher schools at the secondary level *(lycées normaux)* and these have the same programme as the long secondary education cycle. After gaining the *baccalauréat* students may enter the Higher Teacher Training School *(Ecole normale supérieure).*

University students may receive a teaching certificate after three years' study. Students in teacher training must undertake to teach for at least ten years after graduating from the Higher Teacher Training School.

In 1974 the number of nationals in the teaching force was 21.7%. The remainder of teachers was supplied by *Assistance technique française* and other foreign governments.

There are three principal categories of teacher: general education teachers, miscellaneous teachers, and physical education and sports teachers.

MALAWI

General aims. The first priority is the development of all aspects of education for agricultural and rural development embracing primary education, vocational training and farmer training. For primary education this means improving its quality, re-orientating it towards the economically important agricultural sector, teaching agriculture in schools and the improvement and expansion of primary teacher training. Supporting the Malawi Young Pioneer Scheme and the Agricultural Settlement Scheme, which are designed to provide a core of disciplined and hard-working farmers, is basically a long-term aim for raising agricultural productivity. The aim of expanding and diversifying agricultural training at degree, diploma and field level is to intensify farmer training programmes.

A second priority is the expansion and diversification of secondary education and the development of post-secondary education.

Administration. The Ministry of Education is responsible for formal education at the primary, secondary and tertiary levels, as well as for technical and vocational education and teacher training. It also has administrative, financial and academic functions. Responsibility for the administration of primary education has been delegated to the local education authorities. Regional education officers (three in all) convey government policy through district education officers. Secondary education, technical and vocational education and primary teacher training are directly controlled by the Ministry of Education. The policy of the University of Malawi is directed by its Council.

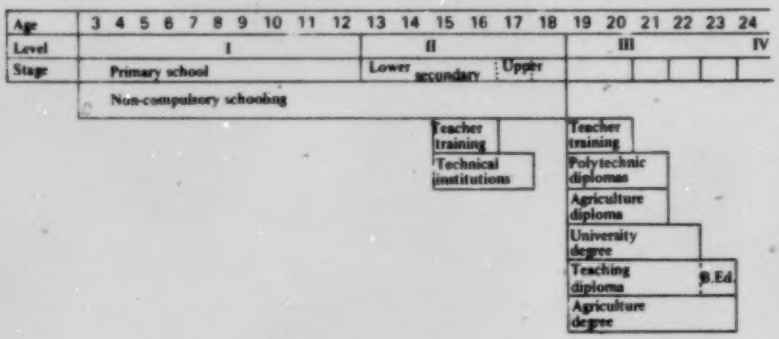
Many ministries and organizations are concerned with adult education, providing a variety of programmes in this respect. Research in education is conducted by the School of Education, University of Malawi.

Finance. Public education is financed by the State, the local education authorities and, to a lesser extent, by voluntary agencies. In addition to the State-assisted schools there are a number of unassisted institutions at both the primary and secondary levels which are privately owned and receive no grant from the State.

The financial responsibility for primary education is with local communities. The role of central government is primarily to allocate teachers and pay their salaries.

Structure and organization. The Malawi Correspondence College caters primarily for students who, on successful completion of their primary course, cannot be absorbed into existing secondary schools.

Structure of the education system in Malawi


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Level
I
II
III
IV
Stage
Primary school
Lower secondary
Upper
Non-compulsory schooling
Teacher training
Technical institutions
Teacher training
Polytechnic diplomas
Agriculture diploma
University degree
Teaching diploma
B.Ed.
Agriculture degree

Formal technical/vocational education is provided in four distinct groups of institutions: agricultural rural training centres; rural technical centres; rural technical schools; technical schools and the Polytechnic.

The University of Malawi offers diploma and degree courses in various fields. Bunda College of Agriculture has a four-year degree course in agriculture. Chancellor College offers courses leading to degrees in arts, science, social science, education, public administration and law, as well as diplomas in education and public administration. It also offers graduate certificate courses in education. The Polytechnic offers diploma courses in business studies, engineering, laboratory technology, public health inspection and technical teaching.

Curricula. The secondary education curriculum places considerable emphasis upon technical subjects, home economics and agriculture. Technical/vocational education is provided in agricultural rural training centres. Rural technical schools carry out basic craft vocational training of a specialized nature suited to both the rural and the urban environment. Technical schools run courses in brickwork, carpentry and joinery, wood machining, plumbing and the engineering trades. Polytechnic courses run by the Board of Governors are for secretarial work and typing. The Engineering Department provides apprenticeship courses for craftsmen and technicians in mechanical, electrical and automobile engineering. The Department of Mathematics and Science runs a two-year full-time upgrading course for health assistants.

Teacher education. Primary school-teachers are trained in seven training colleges, five of which are small colleges and primarily run by religious missions. The main types of training are: two-years' training after a four-year secondary education; two-years' training after obtaining a Primary School Leaving Certificate; and two-years' training without a Primary School Leaving Certificate.

The University of Malawi has responsibility for training secondary school-teachers and also providing diploma/degree courses in the country.

All primary school-teachers, whether qualified or not, are required to attend orientation courses organized in their districts by district education officers and inspectors during the first term of each academic year. Before conducting courses in their own districts all district education professional staff attend an induction course organized by subject specialists at the Ministry of Education. In addition to the annual orientation courses in each district, there are weekend courses. In-service courses for secondary school-teachers are organized by Ministry of Education subject specialists. The general policy is to hold an in-service course in each subject at least once every two years. University subject specialists are involved in these courses.

MALI

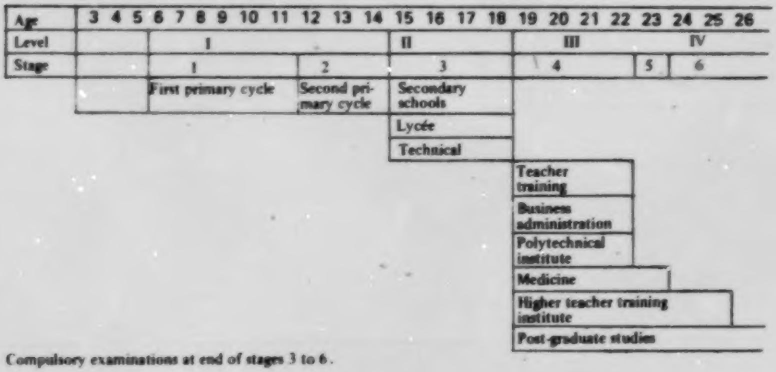
General aims. In accordance with the reforms of 1962 the country aims to provide all people with a basic education that is of quality, efficient and is relevant to the country's needs.

Educational programmes are based on Malian and African values but reflect universal principles of democracy and equality. The mother tongue is used for the first six years of schooling.

Finance. Education receives about 30% of the national budget. The National Educational Institute receives financial help from France and UNICEF.

Structure and organization. Basic education consists of nine years divided into two cycles of six and three years. After completion of the second cycle, students are channeled into secondary education or attend technical/vocational training centres. There are two types of secondary schools: grammar and technical. Selection depends on pupils' ability and choice, places available and the country's needs.

Structure of the education system in Mali



Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1
2
3
4
5
6
First primary cycle
Second primary cycle
Secondary schools
Lycée
Technical
Teacher training
Business administration
Polytechnical institute
Medicine
Higher teacher training institute
Post-graduate studies

Compulsory examinations at end of stages 3 to 6.

The institutions of higher education where students holding the secondary education diploma may receive a four-year professional training are: Teacher Training School, National School for Business Administration, National Engineering School, Rural and Polytechnical Institute, National Medical School, School of Radio and Telecommunications, and School for Accounting and Training. The Management Institute created in October 1971 serves to train or improve the skills of civil servants in management. It trains graduate students or workers holding a degree from a professional school. Post-graduate studies can be followed in the Higher Educational Institute.

Curricula. The National Educational Institute (NEI) prepares new teaching methods and materials adapted to new curricula. Its Division of Information and Teaching Materials carries out research and implements new methods in the fields of: history, geography, biological science, chemistry, foreign languages (English, Arabic and German), printing, book-keeping, etc. It issues and publishes textbooks and educational bulletins. The Division of Educational Research and Audiovisual Techniques has a centre to conduct research and experiments on new teaching methods. Television and other audiovisual techniques are used to supplement regular programmes especially in the grammar schools where there is a shortage of laboratories. Literacy programmes are based on daily or periodical activities, such as fishing, farming, etc.

Teacher education. The NEI is responsible for teacher training in schools called educational institutes of which there are four in Mali. A second level of teacher training schools accommodates those who want to teach specific subjects such as mathematics, physics and chemistry, history and geography, etc. These trainees also participate in other activities, especially in rural areas where they co-operate with technicians in agriculture, health and welfare education, etc.

At the higher level graduates of the Teacher Training School are qualified to teach in grammar schools (secondary education) or in vocational/technical training schools. Optional subjects are: modern literature, humanities, biology, psychology, philosophy, German, Russian, history and geography, mathematics, physics and chemistry, and English. In-service training is also organized by the NEI.

MAURITIUS

General aims. Conscious of the need to improve the education system, the Five-Year Plan 1975-80 aims at democratization of education and the expansion of schools and colleges evenly over the country so as to balance the educational facilities between the urban and rural areas. It seeks to diversify the curriculum, develop an integrated approach to the concept of education as a lifelong process for the development of a well-balanced personality and to adjust the education system towards meeting manpower requirements.

Administration. The Minister of Education and Cultural Affairs is responsible for the development of education in Mauritius. His duties include the effective direction, development and co-ordination of all educational activities in the country and the recruitment and training of teachers.

The Minister is assisted by a senior staff composed of two permanent secretaries, a principal assistant secretary, three administrative officers, three chief education officers, eight principal education officers, fourteen education officers, five senior inspectors of schools, nineteen inspectors of schools, one principal establishment officer, one principal finance officer, one senior stores officer and a parliamentary secretary.

The Education Ordinance provides for the appointment by the Minister of an Advisory Board to advise him on all matters pertaining to education and cultural affairs in the country.

A Private Secondary School Authority looks into all aspects of secondary education in private establishments. Its activities are to promote and encourage education in private secondary schools and control all financial matters pertaining to them. In addition it ensures employment terms are fair and reasonable.

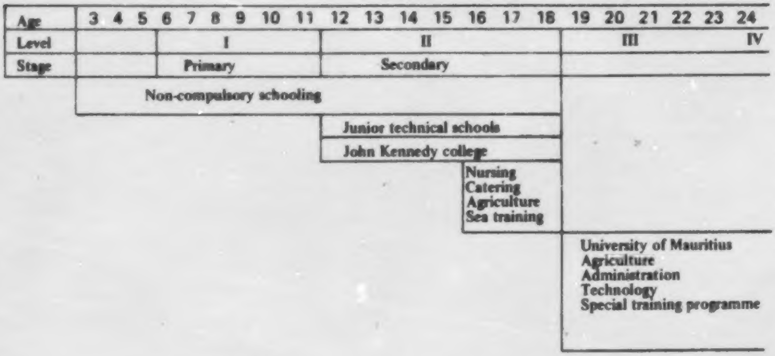
Finance. Education is the largest single item in the national budget comprising 25% of estimated expenditure. Secondary education is free and benefits include a book loan scheme to primary and secondary schoolchildren and a school meals project for primary schoolchildren.

Structure and organization. There are three types of primary schools: governmental, and aided and unaided private schools. They are all controlled by the Ministry of Education. About 92% of the school-age primary population attends school. Promotion from grade to grade is automatic and the drop out figure is low. Primary education is generally oriented towards examinations administered at the end of Standard VI. Secondary schools educate their pupils to pass the School Certificate and Higher School Certificate.

Technician training is provided in junior technical schools and the Industrial Trade Training Centre. A training unit for para-professional manpower offers vocational training for secondary school leavers in technical and commercial subjects. Apart from on-the-job training, there is the Nursing Training School, a Sea Training School, a Hotel and Catering School and three co-operative agricultural youth training establishments. Training in crafts and cottage industries is provided at five centres. The University of Mauritius is the main post-secondary training institution in the fields of agriculture, administration and technology. It also provides special training programmes: part-time, sandwich courses and seminars. University education in Mauritius is free. The Mauritius College of the Air was established in August 1972. It is involved in correspondence courses, radio/cassette instruction and face-to-face teaching via television.

The government grants scholarships and fellowships for students seeking further education abroad. Bursaries are granted by various international organizations to students who pursue post-secondary education at their own cost.

Structure of the education system in Mauritius


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Level
I
II
III
IV
Stage
Primary
Secondary
Non-compulsory schooling
Junior technical schools
John Kennedy college
Nursing
Catering
Agriculture
Sea training
University of Mauritius
Agriculture
Administration
Technology
Special training programme

Curricula. The prime consideration is to improve the quality and content of education provided in the primary schools. Elementary science and civics are now taught at primary level. Secondary education is diversified and the existence of junior technical schools means the system is not simply academically oriented. The John Kennedy College which opened in 1965 offers a broad-based common core of academic subjects in the first two years of secondary schooling and a choice of scientific, technical or commercial subjects at about age 13+. The teaching of oriental languages in the government secondary schools started in 1974. Radio and television broadcasts to schools and careers guidance also exist.

NIGERIA

General aims. The inculcation of national consciousness and national unity together with the development of the accepted values and attitudes for the survival of the individual and Nigerian society are major aims. In addition the training of the mind and the acquisition of appropriate skills and abilities, both mental and physical, are important aims.

Administration. Nigeria consists of nineteen states. Each state in the federation has its own ministry of education, in addition to the federal Ministry of Education. Most states have decentralized their administration by delegating some of their functions to local education authorities or local school boards.

It is the responsibility of the federal Ministry of Education to define national policy objectives, to ensure uniformity in standards and conditions of service of teachers, and to facilitate exchange of information between the states.

The federal government controls thirty-eight institutions, including various types of secondary, arts and science schools, and teacher training colleges. University and higher education is also a federal responsibility. The thirteen existing universities are managed by the government through the National Universities Commission established in 1974.

Most of the other educational institutions are controlled by state ministries of education; the local education authorities and school boards deal mainly with primary education.

In order to give effect to government policies, supporting services have been established. The educational services include the Federal Inspectorate, the School Broadcasting and Audiovisual Centre, the Language Centre, the Science Equipment Centre, the Nigerian Educational Research Council, the National Book Development Council, the National Teachers Institute and the Board for Adult Education.

Finance. The federal government finances a significant part of education at all levels and assists the state ministries of education. The state governments give grants to the local education authorities and school boards.

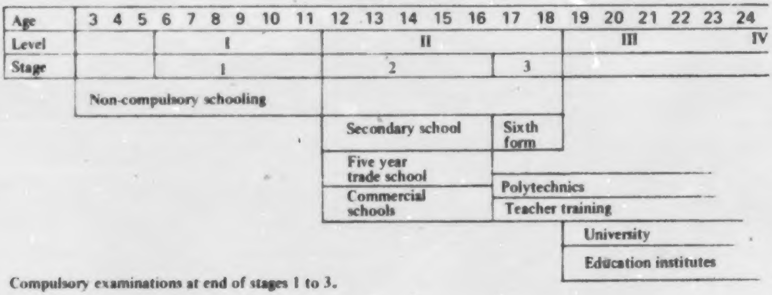
Structure and organization. There is provision for education which covers six years of primary, five of secondary and two years in the sixth form (upper secondary). University courses last three years. Primary school is free and universal and starts at 6 years of age.

In order to reduce the high rate of illiteracy, adult and non-formal educational programmes exist at state levels. Non-formal education is vocation orientated.

Curricula. Many state governments have developed science, language and arts courses for primary schools in accordance with their needs. There are experimental programmes on using the mother-tongue as a medium of instruction at the primary level. The Nigerian Educational Research Council develops curricula, and the National Book Development Council encourages and advances indigenous expertise in the production of books for the nation's educational needs.

Public examinations are held at the end of both the primary and secondary school courses. The state ministries of education conduct the First School Leaving Examination. Most of the other public examinations are conducted by the West African Examination Council. Among the examinations conducted by the council are the West

Structure of the education system in Nigeria



Compulsory examinations at end of stages 1 to 3.

African School Certificate/General Certificate of Education and the Higher School Certificate. Students who attend trade centres or technical institutes take the West African Examination Council's technical examinations which are being run in conjunction with the City and Guilds Institute of London. Single subject examinations in commercial subjects are also taken by this category of student. Degrees and diplomas are awarded by the universities.

Teacher education. There are three categories of teacher training institutions in Nigeria: grade II teachers' colleges which train primary school-teachers; advanced teachers' colleges or colleges of education attached to universities and offering courses leading to the award of the Nigerian Certificate in Education; and university institutes or departments of education offering courses leading to the award of degrees and the Graduate Diploma in Education. In-service training programmes also exist.

SIERRA LEONE

General aims. The education system seeks to ensure for every child the development of his character, interests, intelligence and aptitude, bearing in mind the economic needs of the country. Education is not compulsory but there is equal access to all levels regardless of ethnic, political or religious affiliations.

Administration. The Ministry of Education is responsible for guiding and co-ordinating the educational activities in the country. The administration of education is the responsibility of the Permanent Secretary in accordance with the framework established by the Minister. The Chief Education Officer advises the Permanent Secretary and the Minister on all professional matters.

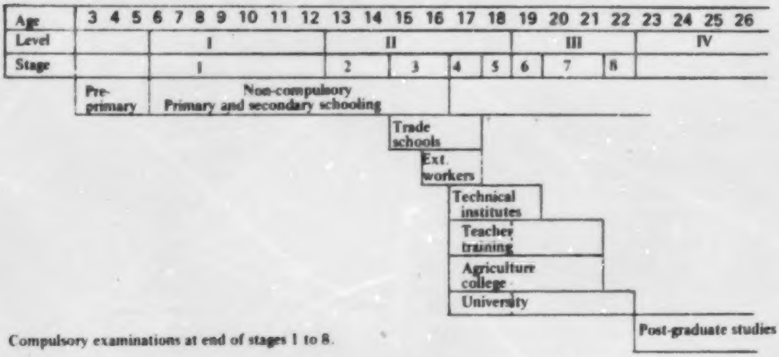
In accordance with a policy of decentralization, boards of governors advise on secondary and teacher education and a district committee advises on primary education. The Freetown City Council is responsible for some primary schools in the municipality. In the Western Area outside Freetown the administration of primary schools is through the Rural Education Committee, which functions largely as an employing authority.

The University of Sierra Leone and the Milton Margai Teachers College are autonomous; however, the ministry is represented on their governing boards.

Finance. Fees are paid in most primary and secondary schools; some children receive scholarships. In teacher training colleges and the university most of the students are awarded government fellowships. Parents, students, religious organizations, corporate bodies, etc., contribute a significant proportion to the costs at all levels of the education system.

Structure and organization. The majority of schools and institutions are mixed. There are generally three terms. The school year starts in September and ends by the middle of July. At the university it starts in October and ends in June.

Structure of the education system in Sierra Leone


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1
2
3
4
5
6
7
8
Pre-primary
Non-compulsory
Primary and secondary schooling
Trade schools
Ext. workers
Technical institutes
Teacher training
Agriculture college
University
Post-graduate studies

Compulsory examinations at end of stages 1 to 8.

There are limited pre-primary education facilities for children between the ages of 3 and 5 in assisted nursery schools. Admission to primary schools is mostly on a 'first come, first served' basis. In secondary education admission is usually competitive, based on the results of the Selective Entrance Examination followed by an interview with the principal. Admission to the university is also competitive. Requirements are five GCE 'O'-level subjects including English language in not more than two sittings. GCE 'A'-level subjects are also required. Opportunities for post-graduate work other than the diploma in education are available at the University of Sierra Leone.

Curricula. The primary education syllabus includes reading, writing and arithmetic, supplemented by English, general science, geography, history and civics. English is used as the medium of instruction in schools and colleges.

Secondary education curricula consist of a basic core offered during the first three years and a number of optional subjects, which cater for various aptitudes of the pupils. There are grammar, vocational and technical schools. Some secondary schools include technical, agricultural and commercial subjects.

Curriculum control in schools is exercised mainly by principals, the inspectors of schools and the Ministry of Education. At the university curricula and examinations are almost entirely in the hands of the Board of Faculties and the administrative staff.

Teacher education. At non-graduate level, there are five teacher training colleges offering a course of five years leading to the Teachers' Certificate for Primary School Teachers. The course includes a core curriculum covering a three-year period and options lasting two years. Each college is expected to have an area of specialization. They can offer courses at a higher level in geography, music, mathematics and history. Bunumbu Teachers' College also offers an advanced course for primary school-teachers leading to the Higher Teachers' Certificate. Two colleges, Milton Margai

Teachers' College and Njala University College, offer the Higher Certificate course for teachers who teach the first three forms of secondary schools. They also provide for specialization in music, art, physical education, home economics, rural science and craft.

At graduate level, teacher education is provided at the Department of Education, Fourah Bay College and Njala University College. At Fourah Bay College there is a one-year post-graduate teacher training programme for secondary school-teachers leading to a Diploma in Education. The degree programme in education at Njala University College leads to Bachelor of Arts and Bachelor of Science in Education.

The admission requirements for the Teachers' Certificate course are: completion of form IV of a secondary school and a special entrance examination; or a pass in two subjects including English at the GCE 'O'-level examination. The entry requirement for the Higher Teachers' Certificate is four GCE 'O'-level subjects. Final examinations for the Teachers' Certificate are in two parts: the first (intermediate) is held at the end of the second year; and the second is taken at the end of the final year including teaching practice. All non-graduate teachers' certificates are issued by the Institute of Education.

Provision is made for annual in-service courses for enrichment and updating in the various subject areas and teaching techniques. These are held during the vacation and many last for up to fourteen days. There are some opportunities to pursue post-graduate and short courses overseas.

UNITED REPUBLIC OF CAMEROON

General aims. Education is available to all regardless of race, creed or sex and a policy of co-education exists. The achievement of national unity is sought through an integration of French and English strands in education and by harmonizing course content and civics programmes. Political, economic and social development are further aims with stress on training personnel for middle and senior management.

Emphasis is placed not only on technical and agronomic education, the ruralization of primary education, post-primary training and teacher training, but also on qualitative improvements in the education system which will help to mould good citizens.

Administration. Policy is formulated and adopted at national level. The President is head of the National Assembly, which is the legislative organ representing the public interest, and the Ministry of Education implements policy through decrees and orders. There are seven regional administrative offices.

Educational planning is within the framework of the National Plan and both Ministries of Education and Economic Affairs are involved. Finance, curriculum development and examinations at all levels are the Ministry of Education's responsibility. Government advisory bodies and inspectors exist and make recommendations in the areas of curriculum and school organization. The Ministry of Education controls private education.

Finance. The national budget is the major source of finance for education. Various national plans set aside funds for educational expenditure. Some income is derived from registration fees which are payable beyond the secondary level of education. In the private sector of education teachers in recognized institutions have their salaries paid from public funds; all other expenses are the responsibility of the institutions concerned.

Structure and organization. Primary and secondary education for a total of nine years is free and compulsory. Pupils in the north and east spend one year longer at school than those in coastal, central and western areas. As a relic of the colonial past two strands exist, one based on French and the other on English traditions. Private schools must meet prescribed standards.

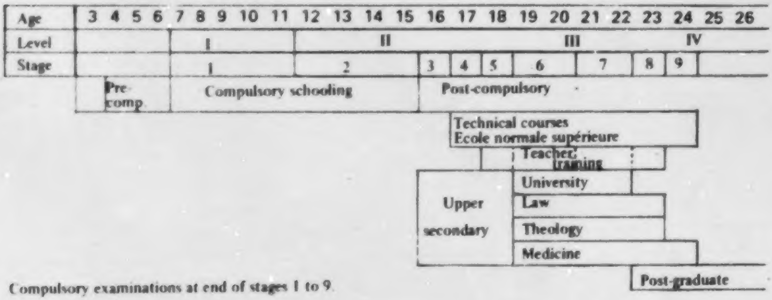
For both strands transfer from primary to secondary school is based on an external examination at 11 years of age. Thereafter schools in the French tradition promote on the basis of annual examinations. At the end of secondary school passes in either an advanced certificate or the *baccalauréat* permit entry to higher education. Technical education is provided in separate schools. The academic year as determined by law is from October to July and comprises thirty-seven weeks.

Higher education is bilingual and unified. There is a decentralized university system which has four faculties. *Grandes écoles* and other institutes also exist.

Curricula. Curriculum policy is defined in national plans, and bears direct relation to political, cultural and economic needs. Efforts are made to harmonize subjects in the French and English strands. The Pedagogic Institute and Centre for National Education are concerned with primary and secondary education respectively. The General Inspectorate assists in devising national educational programmes and ensures their implementation. It is also responsible for organizing educational research.

Agricultural activities comprise one of the disciplines in primary and secondary schools together with the development of manual skills. In all schools activity methods are used. At university both research and practical instruction exist.

Structure of the education system in the United Republic of Cameroon


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1
2
3
4
5
6
7
8
9
Pre-comp.
Compulsory schooling
Post-compulsory
Technical courses
Ecole normale supérieure
Teacher training
Upper secondary
University
Law
Theology
Medicine
Post-graduate

Compulsory examinations at end of stages 1 to 9.

Teacher education. Intending teachers for secondary schools, both general and technical, follow courses of three or five years' duration at an *école normale supérieure.* Candidates must possess the *baccalauréat* or equivalent and be between 17 and 27 years of age. Primary school-teachers train in *écoles normales d'instituteurs* for one, two or three years and must possess at least an ordinary secondary school certificate and be between 17 and 25 years of age. A further requirement of all intending teachers is a physical aptitude to fulfil a teaching role. Courses contain academic, pedagogic and practical subjects. Re-training of teachers is widespread and takes place in *écoles normales supérieures,* regional centres or by correspondence courses.

UPPER VOLTA

General aims. Since 1965 education at the first level has been compulsory and free and access to it is without distinction of race or sex. The government seeks to increase the number of schools in order to improve the opportunities of pupils in rural areas, to adapt education to the economic and social realities of life and to implement adult literacy schemes. Schooling is co-educational apart from private secondary schools for girls.

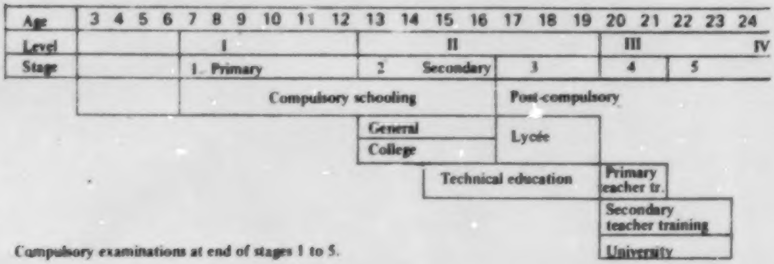
Administration. The Ministry of Education and Culture, established in 1964, has responsibility for education. Within the ministry there is a planning group, which receives help from Unesco, and a *Conseil supérieur de l'éducation* comprised of officials and interested persons who advise on educational development programmes, administration, teaching, adult education, and scientific and technical research. The *Centre national de documentation et perfectionnement pédagogiques* is a formal policy making body charged with improving teaching methods, materials and personnel; much of this work is carried out at the *Institut national d'éducation.* Policy is implemented through various directorates.

Finance. Education is financed from central funds, by local communities and through external aid. Primary education is free although parents pay for pupils' equipment. Secondary school pupils who do not receive grants pay a fixed sum for their education. Students in higher education pay for library facilities, books, insurances and materials for practical work. Free medical attention is available for all pupils and students.

Structure and organization. Education is compulsory between 6 and 16 years of age and can be followed in public or private schools.

Primary school lasts six years and promotion is based on performance. A competitive examination at the end of this provides access to *lycées, collèges* or general schools. The first cycle of secondary school lasts four years and ends with a certificate. The most capable pupils pass to the second cycle of secondary education which lasts three years and provides four optional courses leading to the *baccalauréat:* arts; economics; physics and chemistry; and the natural sciences. Technical education is provided in separate establishments and commences after two years of secondary school.

Structure of the education system in Upper Volta


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Level
I
II
III
IV
Stage
1. Primary
2 Secondary
3
4
5
Compulsory schooling
Post-compulsory
General
College
Lycée
Technical education
Primary teacher tr.
Secondary teacher training
University

Compulsory examinations at end of stages 1 to 5.

There are a large number of private schools and 38% of all pupils in general secondary education in 1976 were in such schools. The school year is from October to July.

The University of Ouagadougou provides courses lasting about four years. A *licence* is granted to successful students. The university year is from October to June.

Curricula. The curriculum is prepared within a national framework applicable to all establishments. The *Institut national d'éducation* and other bodies assist in this. Programmes are first tried as pilot schemes and then prepared and finalized for all schools, both public and private.

Teacher education. Primary school-teachers are trained for two years. Male students attend the Ouagadougou and female students the Koudougou training establishments Entry requirements are at least three years' secondary education and a pass in the *concours*.

Teachers in secondary schools must possess the *baccalauréat* and can train either as certified teachers or as graduates for lower and higher stages of secondary school. University teachers must possess the *agrégation* or *doctorat d'Etat*.

Arab States

ALGERIA

General aims. The aims of government policy are that education shall be free at all stages and compulsory at both primary and secondary levels. This policy seeks to achieve Arabization, democratization and scientific and technological progress through education.

Administration. Education is the responsibility of the Ministry of Primary and Secondary Education and the Ministry of Higher Education and Scientific Research. Thirty-one *academies* manage educational and cultural affairs. The Ministry of Primary and Secondary Education comprises the Minister and his advisers and the Secretary-General who supervises five directorates: (a) organization; (b) further education; (c) examinations and guidance; (d) administration and finance; (e) teaching and administration of personnel. At provincial level four aspects are controlled: education, personnel, examinations and teacher training.

Finance. Expenditure on education is regarded as a priority investment for social and economic development. Provincial and local authorities provide an increasing financial support to cover educational costs.

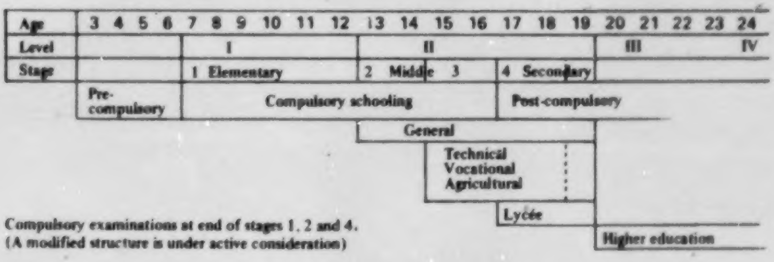
Structure and organization. Compulsory education lasts from 6 to 16 years of age. Pre-primary education is for two years from 4 to 6 years of age but is not compulsory. There are three groups of intermediate and secondary education: general, technical and vocational. Higher education is provided in various institutes and State higher vocational schools.

Promotion is automatic for all primary grades. In intermediate and secondary education promotion is determined by monthly, mid-yearly and annual examinations.

There are three leaving examinations: at the end of primary school; at the end of elementary school (two years later); and at the end of secondary school when the *baccalauréat* is awarded.

Curricula. The curricula are generally encyclopaedic with a tendency towards rational, scientific and technical subjects. Arabic is compulsory at all stages. Only in primary

Structure of the education system in Algeria



Compulsory examinations at end of stages 1, 2 and 4.
(A modified structure is under active consideration)

and intermediate schools is the curriculum common to all pupils. However, from secondary school onwards there is a wide range of subjects.

Teacher education. Teacher training is designed to equip student teachers with the knowledge and practice appropriate to their future work. The duration of training depends upon the course being followed.

BAHRAIN

General aims. The major aim of education is to improve the efficiency of citizens. Special attention is given to vocational and technical education where the aim is to satisfy the country's industrial and commercial requirements. Education, at all levels, is available to as many as possible from both sexes. Compulsory education covers primary and intermediate schooling.

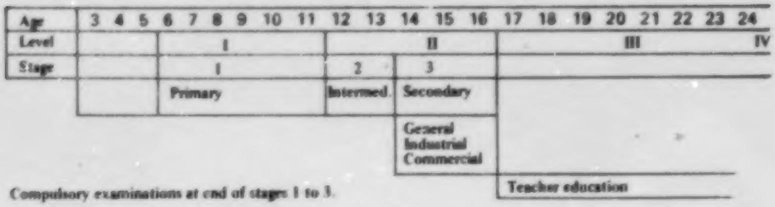
Administration. The administration of education is the responsibility of the Minister of Education, inspectors and the heads of the following directorates: educational planning; curricula, books and teaching media; bursary students and cultural affairs; general education; technical and vocational education; evaluation and examination; financial and administrative affairs; sports and scout education; and archaeology and museums.

Structure and organization. There are three stages of education: primary education lasts for six years for children aged 6-11 leading to the Primary School Certificate; intermediate education lasts for three years and terminates with the Intermediate School Certificate; secondary education lasts for three years for pupils aged 14-16 years. It terminates with the Secondary School Certificate.

There are three types of secondary education: general, industrial and commercial. The first type is split into arts and science sections after the second year.

Curricula. Curricula at all stages of education are developed by the Directorate for Curricula, Books and Teaching Media, with the assistance of inspectors and teaching staff. Comprehensive developments of the curriculum at the intermediate level, in line

Structure of the education system in Bahrain



Compulsory examinations at end of stages 1 to 3.

with a new plan to extend it to three years, have been made. Stress is laid on developing Arabic, modern mathematics, science and teaching aids.

Extra-curriculum activities are fostered by the Directorate of Sports and Scout Education. They include visits to archaeological sites and museums, conferences and seminars.

The Department of Administration of Public Libraries arranges visits to the central and local libraries, as well as providing mobile library units, which supply special books for children.

Teacher education. At the post-secondary level two teacher training colleges are due to be converted, with the co-operation of Unesco, into Faculties of Science, Arts and Education.

In-service training, especially for those working in the field of educational administration, is organized by the Ministry of Education. Courses are also given to unqualified primary school-teachers to become fully certificated teachers. Such training is given over six months each year, with the co-operation of UNICEF. Training courses on the use of such teaching aids as educational films, slides and other teaching techniques are also provided.

A number of technical and vocational education teachers, as well as some teacher trainees, are sent abroad to continue their higher studies in the United Kingdom and Japan. Additionally, a one-year course is arranged and held in the Gulf College for teachers of commercial subjects for girls.

EGYPT

General aims. The major educational aims are to end illiteracy and offer the whole population an equal opportunity for education at all levels. Meeting the manpower requirements of comprehensive development schemes, raising the standards of educational competence, limiting wastage, introducing educational and scientific developments, and providing special opportunities for talented students and the handicapped are further aims.

Administration. There are three ministries responsible for education. The Ministry of Education is responsible for general education and supervises the kindergartens, the centre for the eradication of illiteracy and specific schools. The Ministry of Higher Education is responsible for awarding scholarships and the planning and supervision of institutes which train technicians. Universities are autonomous and are part of the Higher Council of Universities headed by the Minister of Education. The Ministry of Al-Azhar Affairs is responsible for planning and supervising religious education in schools and institutes.

Within the Ministry of Education there are: the National Centre for Educational Research; and sectors for planning; primary education and teachers' training schools; preparatory and secondary schools; technical education; cultural relations; and finance and administration.

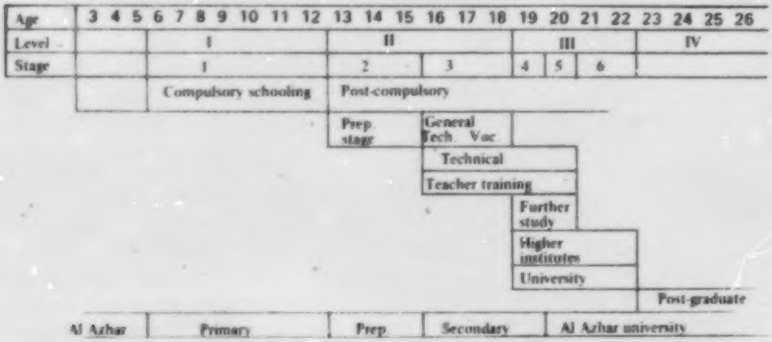
Finance. The major source of finance is the national budget. This is supported by local funds in each region and by loans negotiated at the international level.

Structure and organization. All public education extending from primary to higher education is free. It is compulsory at the primary level which begins for pupils of 6 to 8 years of age. The system has four tiers: primary education, preparatory education, secondary education and higher education. Progress through the system from the end of primary school onwards is based on success in examinations. Co-education exists at primary and higher levels except in Al-Azhar schools, which are of equal standard and run parallel to the rest of the education system.

At the end of three years of common education at the preparatory stage students may enter: (a) general secondary schools which, after a common first year, divide into humanities and maths-science branches; (b) technical schools offering industrial, commercial or agricultural courses; (c) primary teacher training schools; and (d) five-year technical schools or a vocational training centre.

The school year is from September to June and is divided into two semesters.

Structure of the education system in Egypt


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1
2
3
4
5
6
Compulsory schooling
Post-compulsory
Prep. stage
General
Tech. Voc.
Technical
Teacher training
Further study
Higher institutes
University
Post-graduate
Al Azhar
Primary
Prep.
Secondary
Al Azhar university

Compulsory examinations at end of stages 1 to 6

Curricula. In primary schools the following subjects are offered: religion, Arabic, arithmetic, science and hygiene, social studies, physical education, craft, nature study, agriculture or domestic science, and music. The timetable has between twenty-six and thirty-two weekly periods. The curriculum in secondary schools includes: religion, Arabic, first foreign language, second foreign language, history, geography, Arab society, sociology, economics, philosophy, mathematics, natural history, chemistry, physics, art education, physical education, national education and practical studies. There are between thirty-six and forty-four weekly periods. Textbooks are modified and approved by the National Centre for Educational Research.

Teacher education. Primary teacher training schools admit holders of the Preparatory Certificate for a five-year course of study. Three years are spent on general subjects and for the last two years students specialize in one of the following: mathematics and science, with agriculture for boys and domestic science for girls; physical education; art; music and pre-primary teaching.

Teachers for other levels are trained in faculties of education attached to universities. The course follows secondary schooling and lasts four years. Graduates from universities may complete a one-year post-graduate course. In-service training exists and is under review. Clearly defined regulations exist for the appointment and promotion of teachers.

IRAQ

General aims. The paramount aim of education is to realize the ambitions of the Arab nation and the Arab Baath Socialist Party's principles of unity, liberty, and socialism.

Primary education is a right and is compulsory. Education is free at all levels.

Educational technology, vocational and practical studies, the teaching of science and the native language are to be promoted.

Administration. Since 1974 all subsidized and private educational institutions have been nationalized.

Educational policy is formulated at the national level by the Revolutionary Command Council, which represents the public interest. Policy adoption is the responsibility of the Ministry of Education, and educational policy is implemented through local administrators, inspectors and teachers.

Administration of primary education and literacy programmes is the responsibility of the Ministry of the Interior. The Ministry of Education has direct control over secondary education. It is also responsible for financial affairs, planning, curricula, examinations, supervision, teacher training and educational projects.

Higher education is administered by the Ministry of Higher Education and Scientific Research. Universities, however, are autonomous in most professional and technical matters.

Finance. The government finances education at all levels from national funds. A Ministry of Education budget provides for pre-primary and secondary education. Certain funds are also provided for education from the budgets of Ministries of Youth, Health and the Interior. The Ministry of Higher Education and Scientific Research budgets for universities and post-secondary technical education.

All funds for primary education are administered at provincial level by a director of education who is responsible to the Ministry of Education. However, the educational budget does not include construction of new school buildings and other capital expenditures which form a part of the investment budget.

Structure and organization. Pre-primary education is an optional stage of two years. It is followed by six years of primary compulsory education. Secondary education is also of six years' duration divided into two stages: an intermediate stage of three years; followed by a preparatory stage of the same length.

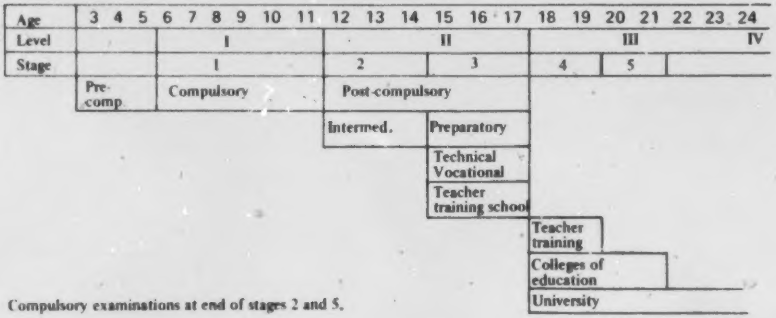
The intermediate stage provides general education for all pupils. The preparatory stage is divided into two main sections: academic and vocational. The academic section provides one year of general education at the end of which students may specialize either in literary or scientific subjects for a period of two years. The vocational section comprises four streams: agriculture, commerce, industrial training and home economics for girls.

Pupils' promotion in school is by examination. The first public examination is held at the end of the intermediate stage. The second public examination is held at the end of the preparatory stage. A pass is a qualification for higher education or employment.

The school year is from September to June. There are two terms each year.

Curricula. These are to be related to local needs and economic requirements. The Ministry of Education, through its Directorate of Curricula and Textbooks and national curriculum committees, determines principles of social and educational philosophy. It

Structure of the education system in Iraq



Compulsory examinations at end of stages 2 and 5.

establishes the basic curriculum objectives for each level of education, drafts the syllabuses for each subject taught and selects textbooks and teaching aids.

At the primary stage nine subjects are taught, with the main emphasis on Arabic, mathematics, social studies, science education and practical studies. The timetable is thirty to thirty-two lessons per week. At the intermediate stage about thirteen subjects are taught; Arabic, English, mathematics and science are emphasized. The timetable is thirty-two lessons per week.

At the preparatory stage (academic section) about ten subjects are taught with emphasis on Arabic, English, mathematics, sciences, and social sciences. The timetable is thirty to thirty-two lessons a week. Time allocated to each subject is the responsibility of the ministry. The timetable is the responsibility of schools, teachers and inspectors.

Teacher education. There are three main types of teacher education institutions: teacher training schools, which offer a three-year course after the completion of the intermediate stage; teacher training institutes, which offer a two-year course after the completion of the preparatory stage. Graduates of these two types are entitled to teach in pre-primary and primary schools. Colleges of education offer a four-year course after the completion of the preparatory stage. Graduates are qualified to teach in secondary schools.

The courses in these institutions contain academic, professional and practical elements which run concurrently. Teaching is through lectures, seminars and practical demonstrations. An examination is held at the end of the course. A certificate is awarded in the first two types of institution; a degree is awarded in the third type.

In-service training courses are organized by the Ministry of Education with help from universities. A multi-media approach based on indirect forms of training primary school-teachers has been established since 1973. The Ministry of Education also runs several annual programmes for training secondary school-teachers.

JORDAN

General aims. The primary aims of general secondary and vocational schools are to prepare pupils for higher education and employment respectively. Vocational and technical education programmes are designed to contribute towards improving the economy. University education aims to provide opportunities for increasing numbers of students, to produce trained manpower, to expand scientific, technical and cultural knowledge and to improve the economy and society.

Administration. The Ministry of Education is responsible for all major educational decisions, develops curricula, produces textbooks, administers examinations from the end of secondary education onwards and recruits teachers for public schools. Within the ministry there are directorates responsible for: general education; cultural relations; vocational education; personnel; educational planning; examinations; curricula; teacher training and certification; public relations; education and teachers' housing; school building; and physical education. The heads of these directorates assist the

Under-Secretary, who is directly responsible for organization and the implementation of policy.

A General Education Committee, comprising the Minister, Under-Secretary and heads of the directorates, supervises all educational matters and deals with laws pertaining to education. A Board of Education, established in 1969, is composed of sixteen members with representation from public and private sectors of society and acts as an advisory body. However, it has authority to make decisions concerning curricula and textbooks.

There are eighteen districts of education each with a director. Districts are empowered to make educational decisions. Each district has its own inspector.

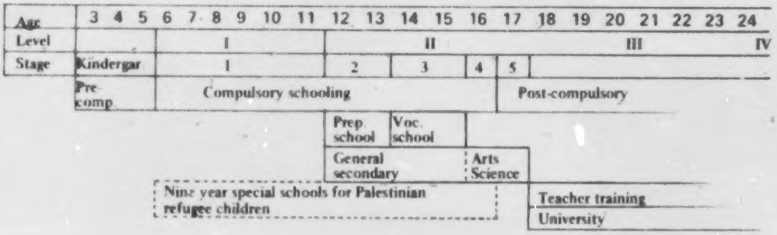
Finance. About 80% of the funds for public education are allocated by the national treasury. The remainder is provided by municipalities, taxes, student fees, and international and bilateral aid. In 1976, of the national budget apportioned to education, 93.5% was for recurrent costs and 6.5% for capital costs.

Private schools are financially independent.

Structure and organization. Pre-primary education is available in privately run co-educational kindergartens for children of between 3 and 5 years of age. Primary school lasts for six years and is followed by preparatory education lasting two years, after which pupils may leave school or attend general secondary or vocational secondary school for two further years. Compulsory education, which ends at 16 years of age in accordance with a 1964 education law, is free. Vocational secondary education covers agricultural, commercial, industrial, nursing and crafts training in separate schools. General secondary schools offer two options from the tenth year of schooling: arts or science courses. There are special schools which provide nine years of education for Palestinian refugee children.

Higher education is provided for two years in technical or teacher training institutes or in one of the two State universities: Jordan and Yarmouk. Entry to higher institutes is after satisfactory completion of twelve years of education and to universities after successful completion of general secondary education.

Structure of the education system in Jordan


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Level
I
II
III
IV
Stage
Kindergar
1
2
3
4
5
Pre-comp
Compulsory schooling
Post-compulsory
Prep. school
Voc. school
General secondary
Arts
Science
Nine year special schools for Palestinian refugee children
Teacher training
University

Curricula. At primary school the curriculum includes: Arabic, religion, arithmetic, civics, history, geography, science, music, crafts and physical education. English is taught from the fourth year onwards; some private schools teach both English and French before the fourth year. This curriculum is enlarged in preparatory schools by the inclusion of mathematics and vocational courses. The number of weekly periods is between thirty-five and thirty-seven.

In the general secondary school a common core is studied for the first year which comprises: Islamic religion, Arabic, English, history, mathematics, civics, chemistry, biology, physical education and military training. The remaining years are spent studying either arts or sciences.

Teacher education. There are three public teacher training institutes for men and three for women. The institutes prepare teachers for the compulsory stages of schooling. In addition there is a private institute for men which prepares teachers of literary subjects, and one for women which offers both teacher training and vocational training. Vocational and industrial institutes provide training for teachers in vocational and technical establishments and also specialist training courses. Entry to higher education is open to those who possess at least the General Secondary Education Certificate.

The Teacher's Certification Institute assists unqualified teachers to raise their academic knowledge to official levels and provides in-service courses for teachers.

KUWAIT

Administration. The education system in Kuwait is centralized and there are no local or regional councils to assist with policy implementation. All official State bodies contribute in one way or another to the development of educational plans and the Ministry of Education seeks advice and assistance from Kuwait University, the Planning Board, symposia and conferences that are held in Kuwait and abroad.

Structure and organization. Pre-primary education is optional between 4 and 6 years of age and takes place in kindergarten. Education from 6 to 18 years of age is compulsory and comprises primary, intermediate and secondary schooling, each of four years' duration. However, the maximum age at which pupils may stay at intermediate schools is 16 and for secondary school 20. Promotion from stage to stage is on the basis of examinations. Private schools are subject to supervision by the Ministry of Education, which also fixes school fees. Further education lasting two years after secondary school exists and students may follow courses in commerce, technology, religion, etc.

There are both morning and afternoon school shifts, each complete in themselves. The latter were added in 1976 to cope with an increase in students, the pupils of the Palestine Liberation Organization, and adult education and literacy classes.

The academic year is from September to May.

Structure of the education system in Kuwait

<table>
<tr><td>Age</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr>
<tr><td>Level</td><td colspan="4"></td><td colspan="4">I</td><td colspan="4"></td><td colspan="4">II</td><td colspan="5">III</td><td>IV</td></tr>
<tr><td>Stage</td><td colspan="4">Kindergarten</td><td colspan="4">1 Primary</td><td colspan="4">2 Intermediate</td><td colspan="4">3 Secondary</td><td colspan="2">4</td><td colspan="2">5</td><td colspan="2"></td></tr>
<tr><td></td><td colspan="4">Pre-compulsory</td><td colspan="12">Compulsory schooling</td><td colspan="6">Post-compulsory</td></tr>
<tr><td></td><td colspan="16"></td><td colspan="2">Further education</td><td colspan="4"></td></tr>
<tr><td></td><td colspan="16"></td><td colspan="4">Teacher training</td><td colspan="2"></td></tr>
<tr><td></td><td colspan="16"></td><td colspan="6">University</td></tr>
</table>

Compulsory examinations at end of stages 1 to 5.

Curricula. A committee of specialists from the Curriculum Research Centre, together with inspectors and other specialists, design and develop curricula. After approval at ministry level, curricula can be implemented in schools. All school subjects are compulsory.

Teacher education. There are two separate teacher training institutes for men and women which offer a two-year course to prepare primary teachers. Additionally, a teacher training college at Kuwait University offers a four-year course for both men and women who wish to teach in intermediate and secondary schools. The entry requirement for teacher training is possession of the General Secondary Certificate.

In-service training courses can last from six to twenty-five weeks. They are organized by the Ministry of Education and include discussion of curriculum development and pedagogy. A certificate is usually awarded on completion of the course.

MOROCCO

General aims. Four major aims expressed in the fundamental law of the Royal Dahir in 1963 underpin educational policy. They are the establishment of mass education, the achievement of a single school system with unified structure and content, a rehabilitation of the national language and the employment of Moroccan teachers throughout.

Schooling is free and a right for both sexes.

Administration. A centralized system exists with the Minister of Education responsible for the implementation and preparation of government policy. In addition to the Minister there is a General Inspector responsible for the administration and control of schools, a General Secretary who co-ordinates ministerial decisions and directors of primary and secondary education who design curricula, control teaching methods and produce textbooks. Another department within the ministry has responsibility for teacher education.

At provincial level a Prefectoral Delegate is responsible for education and its control, co-ordination, planning, administration, inspection and finance. Locally, there is a Director of Education, appointed by the ministry and responsible for the implementation of policy relating to educational, administrative and moral matters, and also discipline and order in schools.

Advisory bodies were created in 1975 and at provincial level comprise representatives from local administration, provincial assemblies, the government and parents' associations.

Finance. Public education at primary and secondary levels is financed by the State. Funds are provided by the Ministries of Health, Agriculture, Tourism, etc., as well as by the Ministry of Education. Large enterprises also provide some funds for education. The government assists private education in the form of payment of some teachers' salaries and subsidies for schools.

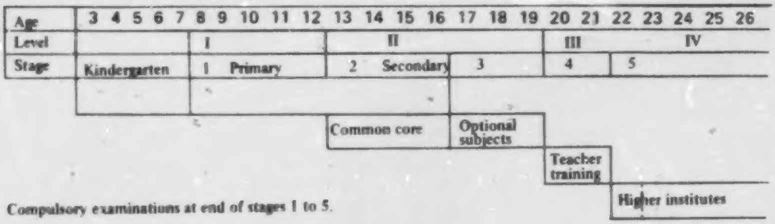
Structure and organization. Pre-primary education is usually in a kindergarten, where children learn through play or in a *Coranique* school where they learn religion and the rudiments of reading, writing and numeracy from 5 to 7 years of age.

Primary school lasts five years. Pupils are taught in Arabic for the first two years and from the third year onwards French is introduced. Mathematics are taught in French. At the end of the fifth year pupils take an examination and transfer to secondary school which has a four-year cycle of common core subjects and a three-year cycle when optional subjects are studied. After the fourth year the course of study a pupil follows is based on examination marks, intelligence tests, teachers' assessments and his own choice.

Teaching can be bilingual, which is the case for 95% of schools, either in the mother-tongue, in French or in Arabic. Promotion is based on achievements in oral and written tests. The *baccalauréat* provides entry to the *grandes écoles* or higher education institutes; the technical diploma enables pupils to engage in further technical study.

The school year is from September to June.

Structure of the education system in Morocco



Compulsory examinations at end of stages 1 to 5.

Curricula. The primary and secondary school curricula are developed centrally. All school subjects are compulsory but for assessment purposes a distinction is made between core subjects and others, the former being emphasized.

In bilingual secondary schools stress is laid in the first two years on Arabic, French and mathematics. Science is emphasized in the third and fourth years by the inclusion of physics and chemistry. In both Arabic and mother-tongue schools teaching is in Arabic; while in the former French is the first foreign language, in the latter Muslim culture permeates the school.

Ministries of Youth, Sports, Labour, Agriculture and Public Enterprises assist in organizing informal education. Both television and correspondence courses are used.

The primary school timetable is thirty hours per week; the secondary one has between twenty-five and thirty-five hours weekly.

Teacher education. Admission to primary teacher training is through possession of the *concours* and satisfactory completion of at least five years of secondary education. Training lasts two years in a local school for *instituteurs* and the course includes general culture, education and teaching practice. Instruction is through lectures and seminars. A certificate is awarded to successful students.

Teachers for the first cycle in secondary schools must possess the *baccalauréat* or its equivalent. Training lasts two years during which time students specialize in a subject of their choice with the assistance of an adviser. Those teachers who wish to teach the second cycle must possess their *licence* and study for one year at an *école normale supérieure*, after which time they take oral and practical tests. In-service training is being developed.

OMAN

General aims. The overriding aim of education is the eradication of illiteracy among adults and the expansion of formal education so as to give everybody the chance of free education.

Administration. The Ministry of Education carries out the directions of the Sultan and steers educational affairs by means of ministerial decrees.

Finance. Money is allocated from the budget to the Ministry of Education and other ministries and departments involved in the education of adults. The Ministry of Education pays all expenses incurred in teaching Arabic to non-Arabic Omanis.

Structure and organization. Education in Oman is organized in two types of educational institutions: formal and adult.

Formal education comprises three stages: elementary education; three years' intermediate education for students who have passed through the sixth form of the elementary stage; and three years' secondary education in the three secondary schools, one of which is for girls. Only students who have passed the intermediate stage are accepted.

Structure of the education system in Oman

Age	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Level					I						II						III					IV
Stage					1 Elementary						2 Intermed.			3 Secondary			4		5			
	Non-compulsory schooling																					
																	Teacher training					

The Department of Adult Education and Social Development is responsible for the eradication of illiteracy, adult education and community development.

The department is administered according to temporary regulations issued at the beginning of each academic year. With the co-operation of ALECSO, twenty-four literacy centres are available, six of which are for women. The Ministries of Communication, Agriculture, Fisheries, Petroleum and Mineral Resources, together with private enterprise, the departments of Police and Defence, and the Omani Women's Association co-operate with the Ministry of Education in eradicating illiteracy.

Curricula. The literacy syllabus is borrowed from other Arab countries with some modifications. In the project for the eradication of illiteracy among employees, a study year of ten months with ten hours weekly is provided. There are two hours of study on each study day, one of which is deducted from the worker's official time and the other from his leave time.

Illiterates working on farms are taught through subjects related to their work. Generally, the curriculum provided assists them in their work and enables them to sit the sixth-form primary examination.

Non-Arabic speaking Omanis are taught Arabic language according to a syllabus designed especially for them. It allows their placement in the second primary form after 150 hours of study and in the fourth after another 150 hours.

Teacher education. Many teachers lack training and, hence, in-service courses are organized to give both university and secondary graduates training for one year. Teachers with an intermediate certificate follow a two-year training course, while a three-year training course is provided for those who have only received primary education.

QATAR

General aims. The main aim of education in Qatar is to foster rapid technological progress. Education in primary, preparatory and secondary schools is free.

Administration. Educational administration is the responsibility of the Minister of Education and Youth Welfare assisted by the Director-General of Education and the Assistant Director-General. There are departments of technical affairs, cultural affairs, administrative and financial affairs, and religious affairs.

Finance. The main source of funds for education is the State.

Structure and organization. There are four types of education. General education is in three successive stages: primary, six years; preparatory, three years; and secondary, three years.

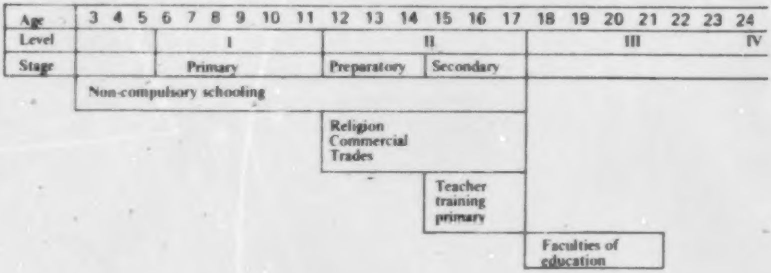
Specialized education comprises religious education for six years after the primary stage and trades, commercial and teacher training for three years after the preparatory stage. University education is limited to four-year courses in faculties of education.

In-service education is provided in either a language teaching institute for four years or in an administrative institute for two years. Both universities and institutes are post-secondary establishments.

Curricula. The emphasis is on modern trends. Integrated science is taught in both primary and preparatory stages, and modern mathematics is taught in both preparatory and secondary stages. An Arabic language curriculum is partly developed. Religious studies emphasize Islamic ideals and practices. The Ministry of Education supports extra-curriculum activities in such areas as scouting, physical training, social welfare and cultural animation.

Teacher education. There are primary teacher training institutes and faculties of education. The course of study in the former type lasts three years and begins after successful completion of the preparatory stage. In faculties of education the duration of the course is four years and begins after successful completion of the secondary stage. A B.A. in literature and education or a B.Sc. in science and education is awarded to successful students.

To improve the performance of teachers already employed the following in-service courses are organized in the two faculties of education: a diploma course for primary school-teachers; a general diploma course in education for teachers in the preparatory and secondary stages; a special diploma course in education and a full-time course of two years' duration for female primary teachers.


Structure of the education system in Qatar

SOCIALIST PEOPLE'S LIBYAN ARAB JAMAHIRIYA

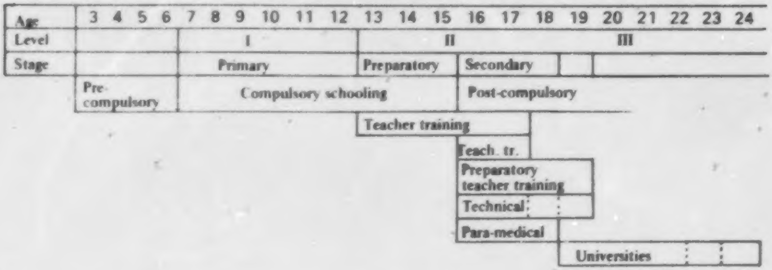
General aims. According to the present Constitution and the 1975 law, education is the right and duty of all Libyans and is compulsory till the end of the preparatory stage; parents are required to send their children to school during these years. The educational development plans are related to the objectives of the country's comprehensive development plan which aims to raise citizen's standard of living socially, educationally and economically.

Administration. The Ministry of Education is responsible for general education schools at all levels, schools of Islamic education, special education schools and universities. As far as vocational and technical education institutions are concerned (except for the commercial and applied engineering colleges run by the Ministry of Education), the responsibility for the budget and administration lies with the Ministers of Agriculture and Industry, while the Ministry of Education undertakes responsibility only for educational supervision and conducting the final examinations. The Ministry is directed by the Minister and an Under-Secretary, who supervises six departments: religious schools and institutes; school buildings; scholarships and external cultural relations; educational services; educational affairs; planning and evaluation. The Minister is the Chairman of a Supreme Council for Education, the principal advisory body on educational matters.

At the local level the educational administration consists of forty-six zone offices for educational services directed by people's committees consisting of five members each and elected directly by the people for three years.

Finance. Since it is the responsibility of the State to provide schools, institutes, universities and educational and cultural centres offering free education, the major part of finance comes from the national budget through allocations in the development and administrative budgets. In 1976 these allocations for pre-university education, as

Structure of the education system in the Socialist People's Libyan Arab Jamahiriya


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Level
I
II
III
Stage
Primary
Preparatory
Secondary
Pre-compulsory
Compulsory schooling
Post-compulsory
Teacher training
Teach. tr.
Preparatory teacher training
Technical
Para-medical
Universities

compared with the whole State budget, were 26.6% and 4.56% respectively. The circumstances governing the establishment of fee-paying private schools are regulated by a special law.

Structure and organization. Primary education begins at the age of 6 for children of both sexes. The general education ladder consists of six years of primary education, three years in the preparatory stage (both compulsory) and three years in the secondary stage. Pupils are promoted automatically in the first, second, third and fifth grades of the primary school. At the end of the fourth and sixth primary grades and the first and second preparatory grades, they sit for school examinations. In the final year of the preparatory stage pupils sit for an examination at the zone level—the General Preparatory School Certificate.

There are no provisions regarding co-education; normally there are separate schools for boys and girls.

Those who obtained a General Preparatory School Certificate and are not over 18 years of age may enter secondary schools, where the course lasts for three years leading to a general public examination held at the national level. Studies in the first year are common for all pupils while for the next two years pupils may choose either the literary or scientific division.

Holders of the General Preparatory School Certificate are also admitted to institutions of technical and vocational education where courses last from two to five years.

Curricula. The primary school curriculum includes Arabic, arithmetic and practical geometry, Islamic studies, physical education, science and health education, social studies, fine arts, agriculture for boys and domestic science for girls, music and songs. In the preparatory school, mathematics and English are added. The curriculum of the first year in secondary schools includes: Arabic, English, mathematics including mechanics, French, physics, Islamic studies, social study, geography, history, chemistry, natural history, physical training, musical education, drawing. In the second and third years the common subjects are Islamic studies, Arabic, English, French and the national development plan. Other subjects are specific to literary or scientific divisions. The weekly periods are forty-two at the secondary stage, thirty-six to thirty-nine at the preparatory and from twenty-six to thirty-five at the primary stage.

Teacher education. Teachers from primary schools are trained at the general course institutes with a five-year course after the primary stage and a two-year course after the preparatory stage. Teachers for preparatory schools are trained at the special course institutes with a four-year course after preparatory school. Studies in the first year are common to all and for the next three grades the students should choose one of the specialized departments: Islamic education and Arabic language; social studies and English language; maths and sciences; art education; physical education; music education. Secondary school-teachers are trained at the university faculties of education which accept secondary school graduates.

SUDAN

General aims. In conformity with the Constitution, general education aims to create a healthy socialist community, promote national unity and respect for the country's heritage and values. Educational policy is to provide a basic education for children regardless of religion, sex and language, and to eradicate illiteracy. In government schools this education is free, but it is also strictly selective. The use of Arabic in education throughout the country is fostered, and a spirit of initiative and responsibility is encouraged.

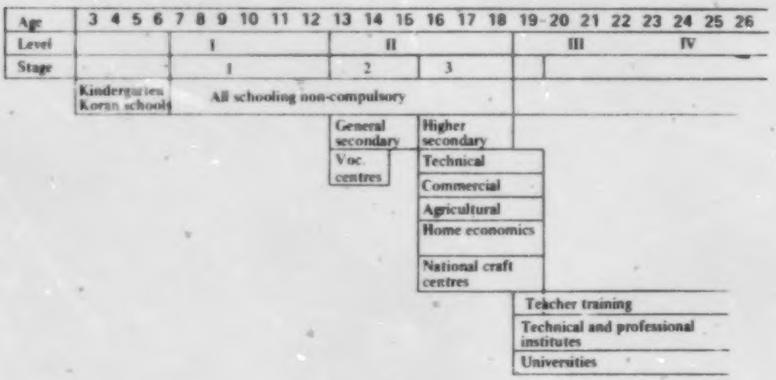
Administration. The Ministry of Education is responsible for the complete education system. It has five major departments which cover the areas of general administration, teacher training and guidance, curricula, finance and planning, and research.

There are eighteen provincial education offices. They implement national policy, register students, appoint teachers, present development plans and statistics to the ministry, supervise all financial matters, and deal with examinations and school timetables.

Structure and organization. Children under 7 may go to nursery classes, kindergartens or Koranic schools. Primary schooling is not compulsory; it provides six years of general education from the age of 7 until 12. Secondary schooling is in two stages—general and higher—each providing three years' education. At the higher secondary level there are four types of school: technical, commercial, agricultural and home economics for girls. These schools provide four-year courses. Higher and university education, including technical and professional institutes, follow higher secondary schooling.

The school year is from July to March but depends on the climate in different regions. There are a minimum of 200 school days in a year. Promotion in schools and also in higher education depends upon success in examinations.

Structure of the education system in the Sudan


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19-20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1
2
3
Kindergarten
Koran schools
All schooling non-compulsory
General secondary
Higher secondary
Voc. centres
Technical
Commercial
Agricultural
Home economics
National craft centres
Teacher training
Technical and professional institutes
Universities

Curricula. In primary schools the following subjects are taught: religion, Arabic, mathematics, science, social studies, physical education, art, rural studies and home economics. English is added to the curriculum in the general secondary school. In the higher secondary school a total of thirteen subjects are taught until the final year when religion, Arabic, English and mathematics are studied as compulsory subjects together with a minimum of two options.

All teaching periods are of forty minutes duration and the number of weekly periods ranges from twenty-four to thirty-six in primary school; in secondary school there are forty-two periods and in the final year twenty-five periods.

Teacher education. The entry requirements for teacher training are completion of higher secondary school with passes in appropriate subjects. There are eight institutes for men and six training colleges for women. The course lasts one year and covers psychology, education, science, mathematics, religion, Arabic, civics and community development, as well as teaching practice.

In-service courses are offered for teachers at Khartoum University and at the Unesco Regional Office for Education in Arab States (Beirut); the British Council also assists in this sphere.

SYRIAN ARAB REPUBLIC

General aims. National unity, freedom, socialism and participation in the progress of mankind, as well as scientific development, a sense of historical struggle and pride in national heritage are goals of the education system. To achieve these the State provides free and compulsory education at the primary level and directs it towards fulfilling social and economic needs.

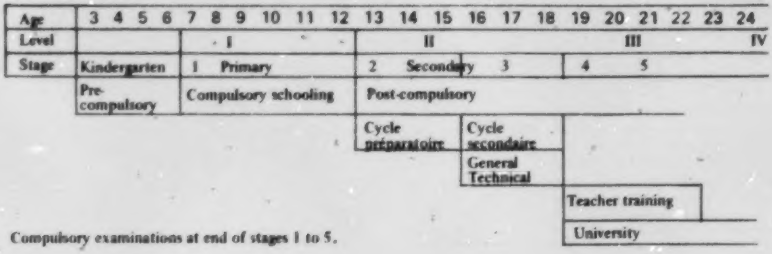
Administration. There is a centralized system of education and the Ministry of Education is responsible for its over-all planning, direction and supervision. There are three assistant ministries responsible for controlling the following groupings: (a) research, planning, examinations, teacher training, cultural exchanges and libraries; (b) technical education, the publication of books, and scholarships for foreign students; (c) physical education, military education and leisure activities.

Professional advice is available to the Ministry of Education from specialists, teacher organizations, public organizations, economic institutions and other authorities.

Finance. The State finances education. Some administrative expenses are paid by local councils.

Structure and organization. Pre-school education is optional and children may attend kindergarten from 3 to 6 years of age. Education is compulsory from 6 to 12 years of

Structure of the education system in the Syrian Arab Republic


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Level
I
II
III
IV
Stage
Kindergarten
1 Primary
2 Secondary 3
4 5
Pre-compulsory
Compulsory schooling
Post-compulsory
Cycle préparatoire
Cycle secondaire
General Technical
Teacher training
University

Compulsory examinations at end of stages 1 to 5.

age in primary schools *(cycle primaire).* After primary education there is a *cycle préparatoire* lasting three years, followed by a *cycle secondaire* which lasts a further three years and is divided into a general secondary stream offering literature and science, and a technical stream where industrial subjects are followed.

Each term oral and written examinations are taken in all subjects. At the end of the *cycle primaire* and the *cycle secondaire* pupils sit for the *brevet* and *baccalauréat* respectively. These examinations are administered nationally.

There are also industrial institutes, teacher training institutes for primary teachers, secondary schools for teachers of sport, art and music, as well as *écoles normales* where *instituteurs* are trained.

The school year is from September to May and is divided into two terms.

Curricula. Committees of inspectors and specialists within the Ministry of Education develop curricula from foreign projects which are adapted to national requirements. These curricula are then passed to the ministry for discussion and approval by specialists, researchers, planners, representatives of higher education and students; they are adopted after any necessary modification. Textbooks are written by commissions comprising six members and are revised regularly.

Teacher education. Teachers for the *cycle préparatoire* are trained for four years after obtaining the *brevet;* the course covers scientific and cultural subjects. Those candidates who possess the *baccalauréat* train for two years to become teachers in the *cycle primaire*. The course covers linguistic, scientific and arts subjects. Teachers for preparatory and secondary cycles are trained for four years in university faculties, where specialisms can be followed. Technical school-teachers are similarly trained except those for specialized industrial knowledge who are sent abroad to study.

In-service training is the responsibility of the Ministry of Education which provides refresher courses for serving teachers and inspectors of schools.

TUNISIA

General aims. Since 1958 the aims of education have been to assist national development by the training of individuals, providing equality of opportunity, encouraging democratization, promoting national and cultural values, and at the same time providing access to modern technology and culture.

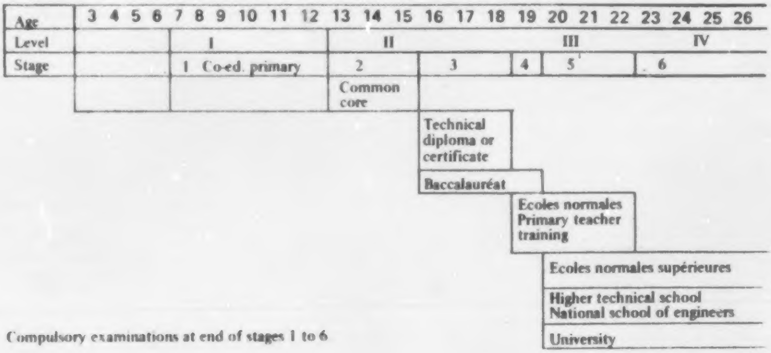
Administration. The Ministry of Education has responsibility for implementing educational reform and development. However, certain duties are left to directors and general inspectors of national education, and local authorities have precise responsibility to administer schools, appoint personnel and allocate resources.

There are twenty-two local inspectors of primary schools who are responsible for the co-ordination of educational and administrative activities. Four local boards, created in 1975, have the task of appointing personnel, exercising administrative control, allocating resources, co-ordinating educational activities and developing secondary schools at the local level. In higher education the faculties exercise the authority which up until 1969 was held by the rectors. A dean heads each faculty and is assisted by directors and advisors.

Finance. The Ministry of Education is the only financing body. High priority is given to the development of education. Recurrent costs and capital investment in education, including teacher training, derived from the State budget represent approximately 7.5% of the gross national product.

Structure and organization. Children start school when they are 6 and remain there until they are 12, when they take an examination for entry into secondary school.

Structure of the education system in Tunisia


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1 Co-ed. primary
2
3
4
5
6
Common core
Technical diploma or certificate
Baccalauréat
Ecoles normales Primary teacher training
Ecoles normales supérieures
Higher technical school National school of engineers
University

Compulsory examinations at end of stages 1 to 6

Primary education is co-educational and pupils from deprived areas are helped through scholarships, clothing allocations, school meals, etc. The Ministry of Education is carrying out an experiment with children who have not satisfactorily completed primary education. According to the region where they live and their socio-economic environment, children will be trained for active life in society.

On completion of primary school pupils may enrol for six or seven years of secondary schooling. The first three years are common to all pupils but from the fourth year onwards they may follow a four-year course leading to the *baccalauréat* or three-year courses leading to a technical diploma or certificate. Alternatively they may attend an agricultural establishment. Continuous assessment is used throughout schools.

Entry to secondary, technical and professional establishments is through a national *concours*. For the *baccalauréat* four subjects are compulsory and two groups of subjects optional. In technical establishments pupils who obtain a diploma after six years may study for a seventh year in preparation for entry to the National School of Engineering or a higher technical school.

Curricula. The 1976 Education Act lays down the purpose, preparation and adjustment of curricula, timetables and educational directives, and provides instructions relating to them. One aim is to bridge the gap between training and manpower needs.

The first year at primary school is devoted to oral and written work and numeracy for twenty hours per week. Arabic is taught and for the first three years emphasis in this subject is placed on oral expression. In the fifth and sixth years pupils learn crafts (either industrial or agricultural according to the region) for two hours per week. The Ministry of Agriculture and the Office of Vocational Training assist with this.

At secondary school scientific, technical and vocational courses are encouraged. Physical science is introduced as part of the common core. To give education in secondary school a polytechnical dimension technological subjects for boys and girls are being introduced. Moral and civic education has been strengthened, family education exists in some establishments and socio-cultural activities exist in thirty-two *lycées*. Sports are encouraged.

Teacher education. Primary teachers are trained in *écoles normales*. Entry requirements are the *concours*, good general culture, excellent behaviour and moral standards, and good physical health. The course lasts four years: the first two years of training are devoted to general education, the remaining time is spent in pedagogical training. In the final year the *élève-maître* teaches under the control and with the assistance of inspectors and advisers. A diploma is awarded. The first year of teaching is spent under supervision in the classroom and attending courses in psychology and pedagogy.

Teachers for secondary schools are recruited from among university students who hold the *maîtrise* or are trained in *écoles normales supérieures*.

A national centre for in-service training provides refresher courses for teachers.

Asia and Oceania

AUSTRALIA

General aims. Education is compulsory for all children from 6 to 15 years of age and free in government schools. Efforts are made, at both the national and state level, to discriminate positively in the provision of educational services for groups such as women and girls, aborigines, the handicapped, isolated people and those in disadvantaged areas.

Administration. State governments administer their own system of education through government departments responsible to state ministers. The Australian Department of Education is responsible for all education services not under state control and for educational activities at the international level, for migrant education, financial aid for students and policy advice to state governments on the recommendations of various national advisory and research bodies.

Regional administrators have responsibility for staffing, inspection, advisory services and budgetary control. General policy is formulated at education department head offices, which retain responsibility for over-all planning, teacher recruitment and broad aspects of curriculum development and examination.

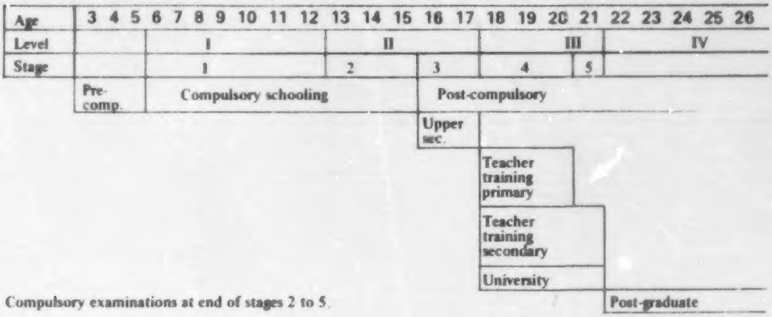
Territory colleges of advanced education and universities are autonomous and established by Acts of State Parliaments.

The Australian Educational Council, comprising the national and state Ministers of Education, meets annually and acts as a consultative body, as does the annual Conference of Directors-General of Education.

Finance. Universities and colleges of advanced education are totally financed by the national government in accordance with the recommendations of their commissions. Technical and further education are mainly funded by state governments from general revenue with supplementary financial assistance from the national government.

Government schools are similarly funded: the states provide the bulk of funds for their own schools and per capita grants for non-government schools. The national government, advised by the Schools Commission, makes grants to states for both types of school. Non-government schools are mainly financed from fees. Government pre-schools are financed from general revenue and some grants are also given to non-government pre-schools. However, most are financed by fees and fund raising.

Structure of the education system in Australia



Compulsory examinations at end of stages 2 to 5.

Structure and organization. Pre-school education exists for up to one year from the age of 4. Education is compulsory from 6 to at least 15 years of age in all states, though children may be exempted from compulsory attendance for geographical reasons or physical disability. Such children normally receive correspondence lessons.

The pre-primary year from 5 years of age is almost universal. This is followed by six or seven years of general primary education, then five or six years of secondary schooling. Most government schools offer a comprehensive education programme that is co-educational, especially at the primary level, but private schools are frequently single sex. At the end of the first stage of secondary education (year 10) a School (or Junior) Certificate is awarded in most states on the basis of internal school examinations and teacher assessment. In all states a Higher School (or Senior) Certificate is awarded at the end of Year 12, some on the basis of external state examinations, others on internal school assessment.

Promotion is usually automatic but at the secondary level pupils may be grouped according to ability. Examinations and assessments at each level are carried out by individual schools. Entry to universities and colleges is based on academic achievement in the final year of secondary school.

The school year is from February to mid-December and consists of three terms in most institutions. The higher education year commences in March.

Curricula. In general, schools have considerable autonomy regarding timetables, options, and teaching and learning processes. Primary schools develop language, literacy and numeracy skills as well as moral, social, creative and health subjects. Mathematics and science are included in upper classes and some optional subjects may be offered, for example foreign languages. In some states secondary schools offer a two-year general programme with some elective subjects, then a basic core of subjects is retained and students select additional optional subjects. Other states offer choices from the beginning of secondary education. Senior secondary schools retain the core curriculum but with a wider range of options especially in larger schools.

A Curriculum Development Unit in each state works with syllabus and examination boards to produce syllabus guides, curriculum materials and professional advice to teachers. Detailed syllabuses exist only at senior secondary level and are associated with external examination boards and syllabus committees for each subject taught.

Teacher education. Matriculation requirements of individual universities and colleges determine the normal entry standards for teacher education. Most teachers are trained in colleges of advanced education, but many secondary and a few primary teachers follow pre-service university education courses. Pre-school and primary teachers take a three-year concurrent course with professional and teaching subjects and teaching practice. Secondary teachers normally follow a four-year course specializing in two or three subjects, either as part of an education degree or as a separate course, followed by a post-graduate diploma course. Teaching practice is also required.

In-service training is provided either for individual formal qualifications or in less formal short-term workshop seminars and conferences. The latter are normally co-ordinated by joint committees of teachers, and government and private school representatives. Teachers also organize in-service activities through teacher centres in each state, assisted by state, government and schools' commission finance.

BANGLADESH

General aims. One aim is to make education responsive to the specific needs of the country by relating it to productive employment. A second aim is to develop an open system of education which will offer a wide range of choices to pupils and students and provide facilities for them to exercise the inherent right of all citizens to attain a minimum level of education.

The objective is to establish a uniform, mass-oriented and universal system of education which will serve the needs of citizens and eliminate illiteracy. To this end education for rural development, non-formal education, work-oriented education, skill training, community-based education, and population education receive priority.

Administration. The people in a largely rural country are the principal agents of development. Emphasis is given to rural self-reliance, rural development and the utilization of manpower and other resources. The State is reponsible for establishing a universal system of education; for abolishing strict compartmentalization of primary, secondary and higher education; for gearing higher education to the technological needs of the country; and for developing an appropriate educational administration system.

The Ministry of Education is represented on the Rural Development Council which is the highest policy-making body for rural development and is presided over by the President.

Rural communities are involved in the planning, management and supervision of educational institutions and educational programmes. Research studies are carried out by universities. The National Development Group moniters and co-ordinates educational innovation. A small administrative unit in each of nineteen districts in the country is responsible for a pilot scheme to train primary school-teachers for population education. Teachers are expected to work as change agents and opinion leaders. Local councils run adult education centres on a voluntary basis.

At present the Directorate of Education is responsible for the entire system from primary to pre-university, with the exception of technical and vocational education which are the responsibility of the Directorate of Technical Education.

Structure and organization. Non-formal education is emphasized since it contributes to integrated rural development.

A basic feature of the education scene is the predominance at all levels—primary, secondary and tertiary—of institutions set up and run by people in the private sector. The vast majority of the 40,000 primary schools were set up upon the initiative of the people. The government now manages most of them. Only 150 of the 8,500 secondary schools are run by the government.

About 200 primary schools, while retaining their basic characteristics, function as community learning centres. Workers' schools are organized in factories.

Government schools, training colleges and research institutes now constitute a growing proportion of general provision. Technical and vocational training institutes receive considerable attention.

Curricula. In preparing curricula and syllabuses for primary and secondary pupils problems in rural areas and the basic elements of the rural environment are stressed. Particular attention is paid to the development of new attitudes and technical know-how. Formal curricula and non-formal education are linked.

Population education has been introduced in the formal system. The eradication of illiteracy is also important. Work-oriented programmes constitute part of the Open Air Primary Education designed to make primary education more attractive to young students through learning from their environment and by providing a realistic and practical education for them.

Bangla (or Bangali) replaced English as the medium of instruction after independence. Students are now free to study and appear in examinations conducted in Bangali at all levels of education. Those who wish to take their examinations in English at the higher secondary and university levels are free to do so.

There is a move to integrate technical and vocational studies in the general system of education.

Teacher education. Rural development policies receive clear priority in teacher training programmes and in the programmes for the professional growth of teachers and other educational personnel. Teachers, for example, are trained as population education agents.

Primary school-teachers are increasingly drawn from among women. The objective is to increase the number of professionally trained teachers in primary and secondary schools. Short-term in-service training is being strengthened and the government encourages teachers to participate in development programmes and social welfare activities.

Training programmes are organized for teacher educators, curriculum designers and other key personnel involved in teacher training.

BURMA

General aims. The 1962 Revolutionary Government, whose educational target is to bring basic education within the reach of all, aims at a socialist education and confers all legislative powers upon the Chairman of the Council of Ministers.

Administration. The Ministry of Education, which is composed of six distinct departments, controls and supervises all educational institutions. The Department of Higher Education is responsible for university education and foreign studies, as well as the Foreign Languages Institute, the University Press, the University Translation and Publications Bureau and the Universities' Central Library. The Department of Basic Education is responsible for primary and secondary education, the Academy for the Development of National Groups, teachers' training institutes and the supervision and inspection of schools and student affairs. Departments of Technical, Agricultural and Vocational Education are responsible for schools in these fields. An Educational Research Bureau is responsible for educational research, teaching materials and aids.

There is also an Examination Board, which supervises all government examinations, and a Burmese Language Commission. In addition other ministries and directorates contribute to the training of nurses, youth workers, agricultural workers, etc.

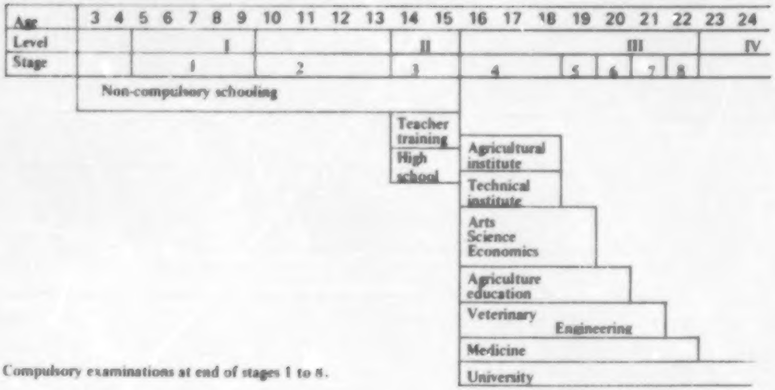
The country is divided into thirteen educational zones with an inspector in each for secondary education. For primary education each zone has three districts with an education officer assisted by three or four inspectors. Parent-teacher and community participation is encouraged.

Finance. All public education is financed by the national government. No fees are charged for primary, middle and vocational education. Some fees are charged at secondary and university level. The fiscal year commences in October.

Structure and organization. Education is not compulsory at any level. Infant classes are provided in some primary schools. Primary education lasts five years; middle school education lasts four years; this can be followed by the two-year ordinary high, agricultural, technical or teacher training school. Examinations are held at the end of all stages.

The school year is from May until March with a total of 210 days per year and a minimum of five hours instruction each day.

Structure of the education system in Burma


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Level
I
II
III
IV
Stage
1
2
3
4
5
6
7
8
Non-compulsory schooling
Teacher training
High school
Agricultural institute
Technical institute
Arts
Science
Economics
Agriculture education
Veterinary
Engineering
Medicine
University

Compulsory examinations at end of stages 1 to 8.

Curricula. Burmese is the sole medium of instruction, but English is a compulsory subject from standard 5. Reading, writing and arithmetic are studied intensively in standards 1-3. The study of arithmetic is completed by standard 8. In high schools there are two streams: arts and science.

Teacher education. The employing authority for high and middle school headmasters and senior assistant teachers is the Director of Education. Junior and primary assistant teachers are the responsibility of school inspectors. The minister has direct control over appointments at university level.

INDIA

General aims. Major educational aims are the cultivation of humanism, democracy, socialism and secularism. In addition, priority is given to the universalization of primary education, eradicating illiteracy, curriculum innovation, and the improvement of teacher education. National integration, pride in cultural heritage, and scientific and technological developments are further educational aims.

Administration. The Constitution delegates responsibility for education to the states. However, the government is directly responsible for standards in higher education, and for research, scientific and technical institutions, and the administration of universities. The encouragement of Hindi as the national language is also within its competence.

In each state there is an education department, education minister, secretariat and directorate of education. The ministries of health, medical studies, agriculture and in some cases industry also assist with education.

Both central and state governments are jointly responsible for vocational, technical and some professional training. Important consultative bodies are the Central Board of Education, which includes the state ministries of education and the University Grants Commission. Educational planning is organized at both government and state level in accordance with guidelines issued by the Planning Committee.

Finance. Education is largely financed by the central government which provided 77% of the required funds in 1976. Other sources of finance are state governments, local authorities, fees, endowments and donations.

Structure and organization. The educational pattern in India varies greatly from one state to another. In schools generally, however, transfer between classes takes place on the basis of examination results plus internal assessment, and alphabetical grades are recorded in each subject. Personality traits, interests and aptitudes of students are also noted. Internal assessment and grades are taken into account for school-leaving examinations and at the universities. School-leaving certificates entitle students to enter employment or higher education.

Variations in climate throughout the country mean that the school year may commence in January, April, June or July.

Curricula. The government aims to adopt a uniform curriculum for the whole country according to the framework developed by the National Council of Educational Research and Training. Subjects offered in primary schools are: the mother-tongue, mathematics, environmental studies, general science, work experience and the arts, health education and games. A second language is added in the sixth year of school and a third language in the ninth year.

The curriculum in higher education is mainly developed by the University Grants Commission. The ideals of relevance, flexibility, diversification and modernization guide planning. First-degree courses stress rural and urban needs, while teaching and research courses emphasize student and societal needs. These courses are planned in collaboration with industry, trade and business organizations. Post-graduate and research courses have a regional relevance and technical education is geared to the national economy.

Teacher education. State education departments provide primary teacher training institutions which offer certificate and diploma courses. The universities offer

Structure of the education system in India

Age	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Level	I									II							III					IV
Stage	Primary									Lower Secondary					Upper							
																	Teacher training					
																	University Higher education					

There are a great variety of structures across the country.

secondary teacher training at degree level. Entry requirements for prospective teachers are a pass in the higher secondary examinations for primary teachers and, usually, a degree prior to secondary teacher training.

There is in-service training for secondary school-teachers in science and mathematics, and other courses are available. Correspondence courses also exist for untrained graduates and post-graduate teachers.

INDONESIA

General aims. An education system which promotes knowledgeable, democratic and patriotic citizens is the aim of the Indonesian Government. The development of economic growth, an Indonesian culture and national unity are additional aims.

Administration. The Ministry of Education and Culture is responsible for education, and to a limited extent other ministries. The Ministry of Religious Affairs is responsible for religious schools. The ministry comprises a Minister assisted by the Secretary-General, Inspectorate General, Office of Educational and Cultural Research and Development, and directorate-generals of primary and secondary education, higher education, out-of-school education, and sports and culture.

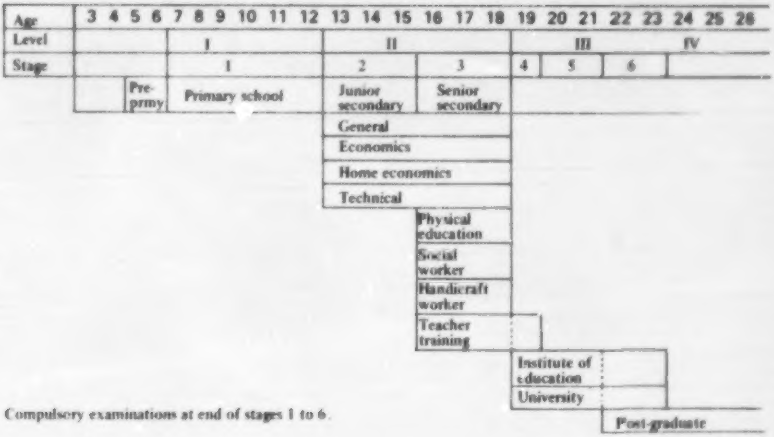
Educational planning is undertaken in co-operation with the Office of Educational and Cultural Research and Development and the Bureau of Planning within the Ministry of Education and Culture. There are offices of education and culture in the provinces, districts, municipalities and sub-districts. The provincial offices control secular schools at province level and are responsible for curricula, primary school examinations and primary teachers' salaries.

The Ministry of Education and Culture has centres for education and training, library development, physical health and recreation, language guidance and development, archaeological research and national heritage, and historical and cultural research.

Finance. Educational finance comes from three main sources: the national budget, the municipalities and parental contributions. The central government provides for capital expenses, recurrent expenditure for teachers' salaries and maintenance of State primary, secondary and higher education institutions; it also gives financial support to educational institutions not owned by the State. Educational fees are payable at all levels of education and are usually negotiable.

Structure and organization. Pre-primary education, from the age of 5 to 7, may be provided privately with government help. Primary education begins at the age of 7 and lasts for six years. Progress between classes depends on examination results and admission to secondary education is based on the primary school-leaving certificate. Secondary education, both general and vocational, comprises three years of junior high school and three years of senior high school. Vocational education serves to supply

Structure of the education system in Indonesia


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1
2
3
4
5
6
Pre-prmy
Primary school
Junior secondary
Senior secondary
General
Economics
Home economics
Technical
Physical education
Social worker
Handicraft worker
Teacher training
Institute of education
University
Post-graduate

Compulsory examinations at end of stages 1 to 6.

skilled manpower with training and education at intermediate level to meet the needs of commercial industry and services.

Higher education comprises universities, two institutes of technology, an institute for agriculture with university status, institutes of education and pedagogy, and academies providing courses in banking, fishing, aviation, military and naval service, public administration, police training, etc. A pass in the secondary school-leaving examination provides access to higher education, although individual faculties set their own entrance requirements. The government provides scholarship grants for gifted students to enter higher education and thus meet development needs.

Curricula. For the first two years of primary schooling, subjects may be taught in the local vernacular, otherwise Indonesian is the main medium of instruction. They include: art, citizenship, craft, Indonesian, mathematics, natural science, health education, religious education and social studies. There are twenty-six to thirty-six weekly periods of between thirty and forty minutes each.

The junior secondary school continues instruction in these subjects until the senior stage when there is a broad division of subjects into the areas of mathematics and science, social studies and cultural studies.

Teacher education. Primary school-teachers are prepared in secondary institutions offering a three-year course for secondary school leavers or a one-year course for senior secondary school graduates. The institutes of education and pedagogy offer a three-year course leading to a bachelor's degree and a further two years for a masters' degree.

The Directorate-General of Primary and Secondary Education is responsible for the education and in-service training of primary school-teachers. The central government sends Mobile Upgrading Teams, including trained members and subject experts, to all provinces where they advise and train teachers in their respective fields.

University and higher education staff are classified as members of the civil service. Promotion is generally by seniority. Their salaries are low, but as civil servants they receive a monthly rice and sugar allowance; some have subsidized housing.

IRAN

General aims. In accordance with an Imperial Decree of 1974, the overriding aim of the new system of education is the provision of compulsory and free education for all children between the ages of 6 and 14.

Training skilled manpower to meet economic and social needs, as well as encouraging a positive social philosophy based upon the principles of the 'white' revolution, and moral and religious values are additional aims.

Administration. Educational policy is formulated at the national level by the Imperial Council and the Ministry of Education which represent the public interest. Policy is adopted by the Ministry of Education and implemented by its directors-general or chiefs of education in each province or district.

The Ministry of Education is responsible for planning, administration and organization, finance, curriculum development, and the publication, preparation and distribution of textbooks at all stages up to university level.

Universities and higher education fall under the jurisdiction of the Ministry of Science and Higher Education. Policy decisions are made by this ministry and its Boards of Trustees on matters such as finance and management. Academic policy is the responsibility of the academic staff of these institutions. In August 1977, the two ministries were merged in order to bring about a greater degree of co-ordination in the whole field of education.

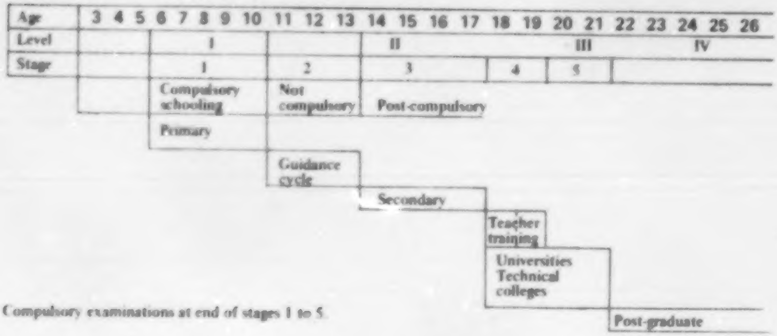
Local participation in educational issues is encouraged through the election of local councils.

Advisory bodies exist at all levels. The High Council and the annual Conference on the Evaluation of the Educational Revolution prepare reports and make recommendations.

Finance. Educational finance is included in the national development plans. An educational budget is allocated annually to both the Ministry of Education and the Ministry of Science and Higher Education.

Local sources provide some funds. They generally pay for capital expenditure such as buildings and maintenance. International and multi-national aid also provide for educational development.

Structure of the education system in Iran


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1
2
3
4
5
Compulsory schooling
Not compulsory
Post-compulsory
Primary
Guidance cycle
Secondary
Teacher training
Universities Technical colleges
Post-graduate

Compulsory examinations at end of stages 1 to 5.

Structure and organization. Compulsory primary education lasts five years from the age of 6 to 10. A guidance cycle of three years from the age of 11 to 13 is not compulsory. General secondary education lasts four years and vocational secondary for three years.

The academic year starts in September and ends the following June. Education is general at the primary and guidance cycle levels. At the secondary level specialization exists. Examinations are held three times a year at the primary and secondary stages, and four times a year during the guidance cycle. National examinations are held after primary and secondary school. Regional examinations are held at the end of the guidance cycle.

Admission to higher education is competitive through examinations, assessment and interviews.

The American type of semester has been introduced into higher education. Each semester consists of sixteen class sessions and each session runs for two hours. Examinations are held at the end of each semester in the subjects taken during the semester.

Curricula. Seven subjects are taught in the primary school. Emphasis is on the native language, arithmetic, arts and crafts. There are twenty-eight lessons per week. Thursday afternoons are reserved for extra-curriculum activities.

During the guidance cycle the curriculum is general. Ten subjects are taught with the emphasis on religion, native language, science, mathematics, vocational studies, social sciences and foreign language. There are about thirty-four lessons per week.

In general secondary education the programme in the first year is divided into two branches: science and mathematics; and human sciences. From the second year onwards these two branches are subdivided into four branches: mathematics-physics; science; culture and literature; and economics and social studies.

Teacher education. Two types of teaching institutions are available—undergraduate and graduate. The first type, includes teacher training centres which train teachers for tribal primary schools. They offer a one-year course after the completion of primary school. Teacher training schools train primary school-teachers. The course lasts two years after the completion of ten years of schooling. Teacher training colleges offer a two-year course after the completion of secondary education, and train teachers for the guidance cycle.

The second type includes the Teacher University of Tehran, and faculties of education which offer four-year courses after the completion of secondary education. Graduates of technical and vocational teacher training have recently been introduced as teachers for technical and vocational schools. These institutions award degrees.

Courses contain academic, professional and practical elements which run concurrently. Teaching is conducted by lecture, seminar and practical training.

University teaching staff are selected from those who have obtained a Ph.D. in the relevant field.

In-service training programmes are held by the Ministry of Education every year. In many cases teachers' promotions and increments in salary are dependent upon attendance at such courses. There is an opportunity for non-degree holder teachers to study for a degree in some faculties of education or through correspondence courses.

JAPAN

General aims. Education is both a right and a duty for all citizens. As stated in 1947 its aim is to produce 'self-reliant members of a peaceful and democratic community with a respect for human values'. National educational aims are to provide equality of opportunity in a public school system which is non-discriminatory regarding creed, sex, social status, economic position or family background.

Administration. The Ministry of Education, Science and Culture is responsible for the integrated administration of governmental services at the national level, for the promotion and dissemination of education at all levels, and for national educational institutions. It supervises, advises and gives financial assistance to local public bodies, reserving the right to demand regular reports, conduct inquiries and to institute changes where necessary.

Every region has a board of education, comprising five members appointed by a governor, which is an executive organ of the council system. It has responsibility for prefectural educational institutions, especially upper secondary and special schools. It supervises, advises and financially aids municipal boards which are at local level, and arranges teachers; appointments, salaries and certification. In addition the prefectural governor has some educational responsibilities and administers prefectural universities and junior colleges, supervises private elementary and secondary schools, prepares the budget, including that for education, and controls prefectural educational property.

Municipal boards, of three to five members, select a local educational supervisor who is their chief executive officer charged with the administration of municipal educational establishments, mainly elementary and lower secondary schools, other community educational projects and teaching appointments in municipal schools.

Finance. Education is financed at national, prefectural and municipal levels through taxes. There is no education tax as such. In addition, the national government subsidizes prefectures, municipalities and private educational bodies. A Local Allocation Tax, derived from income tax, corporation tax and liquor tax, is distributed in grants to prefectures and municipalities to reduce financial inequalities. Part of this sum is spent on education.

Prefectures finance teacher salaries in municipal elementary, lower secondary, part-time upper secondary and special schools, and grant subsidies to municipalities. Municipal governments finance non-salary expenditures of elementary and lower secondary schools, and pay for other municipal schools and social education facilities.

Structure and organization. Mainly privately controlled kindergartens admit children from 3 to 5 years of age for one- to three-year courses of pre-school education. They are under the supervision of national and local educational authorities. Local government day nurseries, under the responsibility of welfare authorities, admit children in need of institutional care. Both provide similar courses aimed at development of mind and body in a sound educational environment.

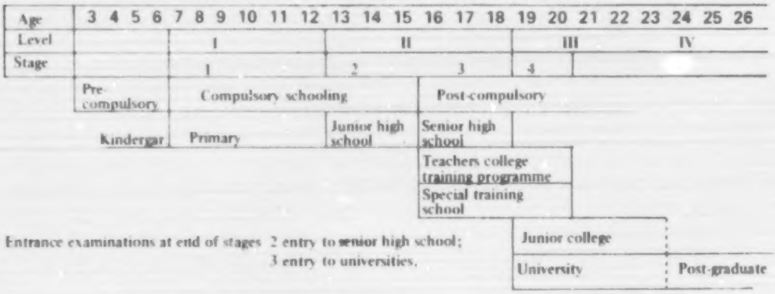
Education is compulsory and free. It starts at the age of 6 in a six-year elementary school offering a general education and is followed by a three-year general course in a lower secondary school. Students may leave at the end of the school year in which they are 15 years of age.

Lower secondary graduates may continue to upper secondary schools for full-time (three years), part-time or correspondence courses (four years). All courses lead to equivalent qualifications.

Alternatively lower secondary graduates may enter technical colleges for five-year training programmes. Upper secondary graduates may enter universities (many of which are private) or junior colleges. Entrance to universities is by highly competitive selective examinations.

Three types of special training school exist to provide one- or two-year vocational or general educational courses for lower secondary graduates, upper secondary graduates and open admission students.

Structure of the education system in Japan


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1
2
3
4
Pre-compulsory
Compulsory schooling
Post-compulsory
Kindergar
Primary
Junior high school
Senior high school
Teachers college training programme
Special training school
Junior college
University
Post-graduate

Entrance examinations at end of stages 2 entry to senior high school;
3 entry to universities.

Curricula. The ministry-compiled 'course of study' provides the basic framework for school curricula. It includes objectives, standard content and timetabling, and teaching methods for elementary, lower and upper secondary levels, as recommended by the Curriculum Council. However, within this framework, each school organizes its own curriculum in the light of local needs and children's development and experience. This applies to both public and private schools, though the latter may substitute religious education for moral education specified in the standard curriculum. In addition to core subjects some elective disciplines are possible in lower secondary schools. More specialized course-of-study programmes are offered in upper secondary schools where only subject areas are specified as a common core and subject choice is possible within these areas. Extra-curriculum activities, in the form of sports, hobbies and social activities, are allowed for in the timetable.

The Curriculum Council is responsible for all curriculum review and for recommendations to the ministry in relation to curriculum development and to co-ordination between the different levels.

The timetable for schools at elementary and lower secondary level is broadly determined by the national, prefectural or local authority, though schools have some degree of flexibility. Textbooks are developed and adopted by these authorities in conjunction with the Curriculum Council.

MALAYSIA

General aims. The education system is largely based on the Education Act of 1961, some of the aims of which are to establish a national system of education that would satisfy the needs of the nation, promote national unity through cultural, social, economic and political development, and use the national language as the main medium of instruction.

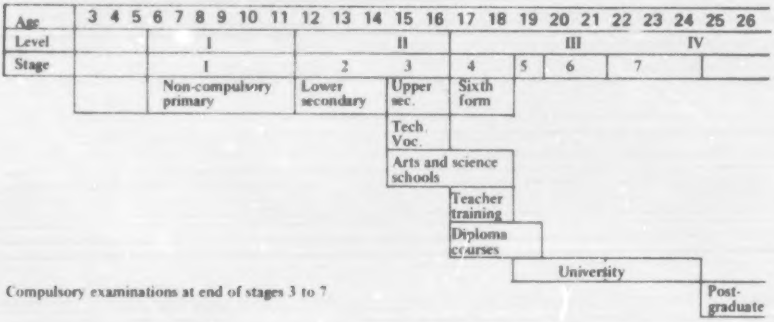
Administration. At the federal level the Ministry of Education is responsible for policy and administration of the entire education system. The Minister of Education is assisted by an Assistant Minister and a Political Secretary. The chief executive officer in the ministry is the Secretary-General, who has over-all control of the administrative and professional functions of the ministry. The Director-General of Education advises the Minister and the Secretary-General in all professional matters.

The state directors of education implement government educational policy in their states and are responsible for student registration, examinations, finance, scholarships, staffing and management of all schools. Educational planning is part of over-all economic planning.

Finance. The cost of education, both capital and recurrent, is met mainly from central funds. A very small proportion of the total cost is provided from Education Rates.

84

Structure of the education system in Malaysia



Compulsory examinations at end of stages 3 to 7

Structure and organization. Formal schooling consists of six years of primary, three years of lower secondary and two years of post-secondary education. Pupils enter primary schools at the age of 6+. Education at higher levels is provided in universities and colleges. The former offer courses of three to six years' duration, while the college courses last two to three years.

At the primary level education is free but not compulsory. Instruction is provided in one of the three languages: Malay, Chinese or Tamil. Promotion between classes is automatic, however a centralized annual assessment scheme operates. At the age of 11 pupils may attend school for another three years, i.e. from form one to form three at the lower secondary level. Those from primary schools where the medium of instruction was not Malay have to study it for a year in the Remove Class before proceeding to form one. At the lower secondary level academic and practical subjects are taught and there is a Lower Certificate of Education Examination. The upper secondary level is divided into academic (arts or science), technical or vocational streams. After two years of study pupils may sit the Malaysian Vocational Certificate of Education, or Malaysian Certificate of Education. Two years of post secondary education are provided for pupils selected on the basis of their performance in the Malaysian Certificate of Education Examination. Arts or sciences may be studied and the Higher School Certificate awarded.

Curricula. The Curriculum Development Centre in the Ministry of Education is responsible for curriculum development within the school system. It produces syllabuses, guidance for teachers, learning materials, audio-visual aids and equipment.

At primary and lower secondary school the subjects studied include: Malay, English, mathematics, science, art and craft, health education and civics; there are additional optional subjects. The curriculum in upper secondary schools depends upon the course taken: arts, science, technical or vocational.

Teacher education. The education of primary and lower secondary school-teachers is conducted in teacher training colleges run by the Ministry of Education. Entrance requirements are a pass in the Malaysian Certificate of Education/Malaysian Vocational Certificate of Education with a credit in Malay and two other subjects. The course is a two-year integrated teacher training programme for primary and lower secondary schools. Industrial arts teachers are trained for two years and trades teachers for vocational schools follow a three-year course in a technical teachers' training college. Teachers for upper secondary and post-secondary classes are usually trained in the Faculty of Education, University of Malaya, for one-year. It is a post-graduate course leading to the Diploma in Education. The University of Technology and the University of Agriculture also provide special courses for teachers.

The Teacher Training Division of the Ministry of Education is responsible for in-service training in schools.

NEPAL

General aims. The National Education Plan 1971-76 aims to expand education at all levels and in all areas of the country. Primary education is free and education in schools is generally oriented towards a vocation.

Administration. There is a Ministry of Education which is also responsible for educational research. Under the National Education Committee there is a Centre for Educational Research, Innovation and Development. The administration of higher education is decentralized. The university has three centres for specialized studies and research work: applied science and technology; economic development and administration; and Asian and Nepalese studies. The National Council of Science and Technology, chaired by a member of the National Planning Commission, provides guidelines on science and technological policies and research.

Finance. The national government finances education at all levels in respect of school buildings and materials. It provides 100% of primary and university teachers' salaries, 75% of lower secondary and 50% of higher secondary teachers' salaries.

Structure and organization. There are ten years of schooling. Primary education is universal and free; in remote areas extra aid is given. Classes IV and V have been added to the primary schools to assist transition between primary and lower secondary levels. A common curriculum exists and common textbooks are used. The Ministry of Education conducts the School Leaving Certificate examination for all secondary school students.

Higher education is organized by the university into ten institutes and three centres for specialized study and research. There are technical institutes of: engineering; forestry; medicine; agriculture and animal science; and education. There are also general institutes of: humanities and social science; general science; commerce; business and public administration; law; and Sanskrit. Each institute is spread over the country on several campuses, the humanities and social science institute having the largest number of campuses.

The three specialized centres are: applied science and technology; economic development and administration; and Asian and Nepalese studies. The administration of these institutes and centres is decentralized.

Curricula. The main objectives at the primary level are literacy and numeracy. The lower secondary level concentrates on strengthening proficiency in reading, writing and arithmetic, on inculcating in students the dignity of labour, and on character building. Pre-vocational studies begin in grades VI and VII. Local vocations are practised and local material used. The secondary level has three streams. About 20% of school instructional hours are allocated to vocational/skills in the general and Sanskrit streams. The vocational stream allocates 40% of instructional hours to this practice.

Over one-fifth of secondary schools are vocational. Vocational subjects are: agriculture, poultry, agronomy, horticulture, animal husbandry, woodwork, electrical work, food and technology, typing and shorthand, office management, primary school-teaching, accounting and dressmaking.

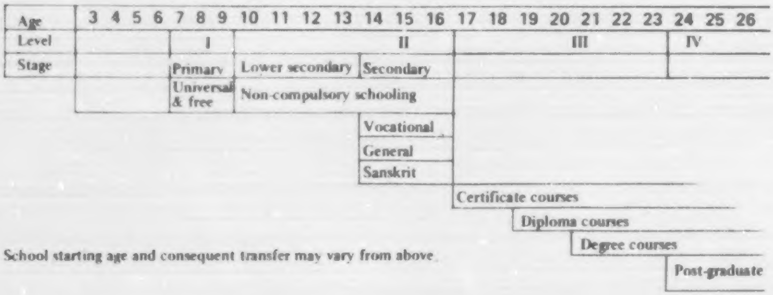
Higher education is linked to manpower requirements throughout the country which are established by the National Planning Commission. Government technical training programmes are now within university education and 40% of the total higher education enrolment is in technical education. There is a practical emphasis in the curricula of all institutes.

Diploma-level training now exists in the institutes of medicine, agriculture, forestry and engineering.

Teacher education. Regular teacher training programmes are conducted at the Institute of Education. Short-term in-service training courses exist for primary teachers in remote regions who possess the School Leaving Certificate. A separate Institute of Education trains vocational teachers for secondary schools. The Institute of Agriculture has commenced a programme to train agricultural-vocational teachers.

The provision of satisfactory salaries exists for teachers at all levels, as well as job security and prospects of promotion. The government has a basic policy of competitive salary levels, and facilities for upgrading existing qualifications.

Structure of the education system in Nepal



School starting age and consequent transfer may vary from above.

NEW ZEALAND

General aims. The Education Act 1964 provides for free secular education in State schools for all children aged 6 to 15. Private primary and secondary schools are registered under the Act. All State primary, some private primary and three-quarters of State secondary schools are co-educational, and in order to achieve equality of educational opportunity, special provisions are made for pre-schools, rural and correspondence schools, and for the physically and mentally handicapped, disturbed individuals, and racial and linguistic minorities.

Opportunities for part-time and full-time continuing education at all levels exists through correspondence and evening courses, community colleges and technical institutes, teachers colleges and universities.

Administration. The central administrative body is the Department of Education, responsible to Parliament through the Minister of Education. The department advises the Minister on policy and educational development, controls expenditure, builds schools, recruits and trains teachers, and assesses schools and teachers for efficiency and maintenance of standards through its inspectors.

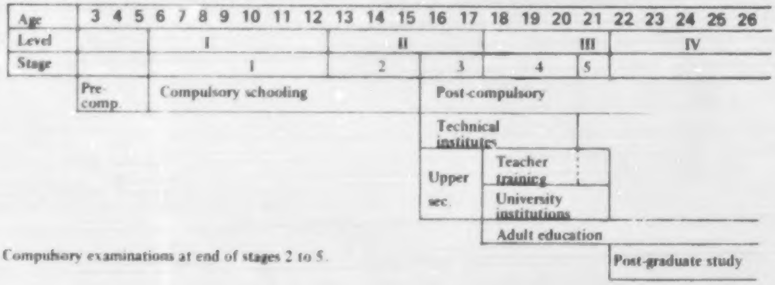
Regional education boards control and manage State primary schools. They employ teachers and maintain schools, provide grants, equipment and teaching materials.

Secondary schools are usually controlled by individual locally established boards, while technical institutes and community colleges are directed by councils with representatives from business and industry, local authorities, universities, and secondary school boards. Teachers' college councils have administrative functions and some professional responsibility for teacher training. Universities are under the separate direction of the University Grants Committee. An Educational Development Council is responsible for planning in the broadest sense.

Finance. Money voted for education by Parliament is distributed by the Department of Education to education boards who, in turn, allocate it for staff salaries and for school operating costs.

Structure and organization. Optional pre-primary schooling is provided in free or private fee-paying kindergartens, play-centres or child-centres, with provision for a small number of isolated or handicapped children. In 1976, 64,500 children between the ages of 2½ and 5 were enrolled. Attendance at State or recognized private schools is compulsory from 6 to 15 years of age, though most children commence at 5. The three-term year begins in early February and ends in mid-December for all levels except the university, which begins in March and ends in October. Most children enter a local co-educational primary school at the age of 5 for six years of basic education before two years of upper primary level—normally in an intermediate school. Five-years of secondary education are available to all pupils. Class promotions are normally automatic up to the first external examination. External examinations in the three final years are optional but provide a basis of selection for employment and further training, as well as for higher education.

Structure of the education system in New Zealand



Compulsory examinations at end of stages 2 to 5.

Private schools must conform to State regulations regarding conditions and standards, and present pupils for the external examinations as in State schools. Provision exists for voluntary integration within the State system whilst preserving the special religious or other characteristics of the private school.

Curricula. The Education Department conducts curriculum revision and development, and recommends changes to the Minister, using the research development and diffusion model. Its role is to provide a framework within which diversity is possible and encouraged. School experiments are encouraged through short courses and assistance with resource productions under the district senior inspectors. Teachers are increasingly involved in the development phase of these experiments.

The primary school curriculum is nationally prescribed. Compulsory subjects are oral and written English, reading, spelling, handwriting, mathematics, social studies, science, art, craft, music and physical education. Woodwork, cooking, metalwork and dressmaking are also compulsory in intermediate schools. Secondary schools have a common core curriculum of English, social studies, science, mathematics, music, art, craft and physical education for at least 50% of the timetable. A wide range of other subjects or opportunities for further study in core subjects may be offered at the headmaster's discretion. Early specialization is discouraged.

Teacher education. Three-year basic training courses are offered for primary and secondary teachers. Where university study is an accepted part of training this may be extended to: either three years' concurrent university and professional training plus one-year full-time university; or three years' full-time university plus one year professional study. Practice teaching is part of professional training. A pass in University Entrance (second external examination) is the minimum entrance requirement and applications and references are processed by the education boards followed by interviews.

Courses show considerable variation, both for optional university or college academic subjects, and also at the level of basic primary or secondary professional courses. The main teaching method is the lecture, supplemented by tutorials, discussion groups, practical work, student research and demonstration lessons. Use of media is increasingly important. A college diploma is awarded on successful completion of the course. Following one year's successful primary teaching or two years' secondary teaching, a full Teacher's Certificate is awarded.

Teachers are employed under contract by the education boards. Short in-service courses are organized and run by the District Senior Inspectors and teachers are encouraged and enabled to attend.

PAKISTAN

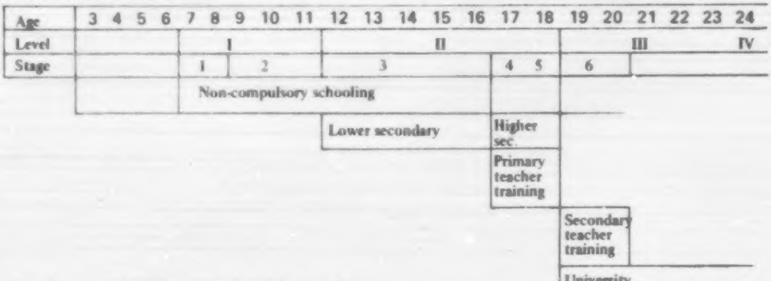
General aims. The general aims of the education system from the birth of the nation on 14 August 1947 have been to create unity based on Islamic ideology, to raise the standard of living of the people, to encourage economic development, to eradicate illiteracy and to provide free primary education. Parent-school co-operation is encouraged.

Administration. A centralized system of administration exists and the federal government appoints separate organizations for educational planning and management, curriculum development and related activities. Curriculum development boards exist at the provincial level.

Finance. The fiscal year runs from 1 July to 30 June. Since 1973 budgeting has been the responsibility of federal and provincial ministries. A University Grants Commission was established in 1973.

Structure and organization. Provision for pre-primary education is negligible. Education is free, but not compulsory, up to class X. Pupils transfer automatically in stages up to class IX. External examinations are administered by the provincial boards of secondary education in classes X and XII at the ages of 16 and 18 respectively.

Structure of the education system in Pakistan


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Level
I
II
III
IV
Stage
1
2
3
4 5
6
Non-compulsory schooling
Lower secondary
Higher sec.
Primary teacher training
Secondary teacher training

Compulsory examinations at end of stage 3 onwards.

University
Higher institutions

Primary education is co-educational. During the first two years children are taught the rudiments of literacy (mother-tongue) and numeracy together with general science, religious education, arts and practical arts. During the last three years social studies are introduced and pupils are prepared for the secondary level.

After five years of secondary education an examination is taken in five core subjects (Urdu, English, general mathematics, general science and Islam), and one elective group from: commerce, agriculture, home economics (for girls), industrial arts and a general group of vocational subjects. The weekly timetable consists of from forty-six to fifty-one lessons of forty minutes duration. There are three terms per year.

Curricula. The National Bureau of Curricula and Textbooks has over-all control of the curricula. Educational television is increasing in importance for adult literacy programmes. Extra-curriculum activities include sports.

Teacher education. Requirements for entering the teaching profession as a primary teacher are one year's professional study and one year of in-service training. Lower secondary school-teachers must possess the Higher Secondary Certificate and receive two years' training. Higher secondary school-teachers must possess a bachelor's degree and train for two years. Psychology, sociology, curriculum studies and teaching methods are subjects studied during teacher training.

Teachers are civil servants employed by the provincial governments. They can be transferred from one school to another or from one district to another within the same sector. The conditions for transfer are fulfilled by acquiring the relevant qualifications and training. Promotion within scales is automatic. Refresher courses are encouraged and in-service training of teachers through correspondence programmes have been developed with the co-operation of the Open University. Programmes for the training of serving teachers to teach agro-technical subjects also exist.

Retirement is compulsory at 55. Early retirement for health reasons is negotiable. Teachers are entitled to a pension at retirement.

REPUBLIC OF KOREA

General aims. The Constitution aims to provide equality of educational opportunity, six years of free compulsory elementary education of a politically and religiously neutral nature, respect for and development of individual ability, and autonomy of education.

The education system seeks to develop national independence and unity within the context of world peace and an appreciation of national culture in all its aspects combining a love of freedom with co-operative community responsibility. These aims are to be achieved in schools and in political, social, economic and cultural aspects of life. A major emphasis is on public, scientific and vocational education.

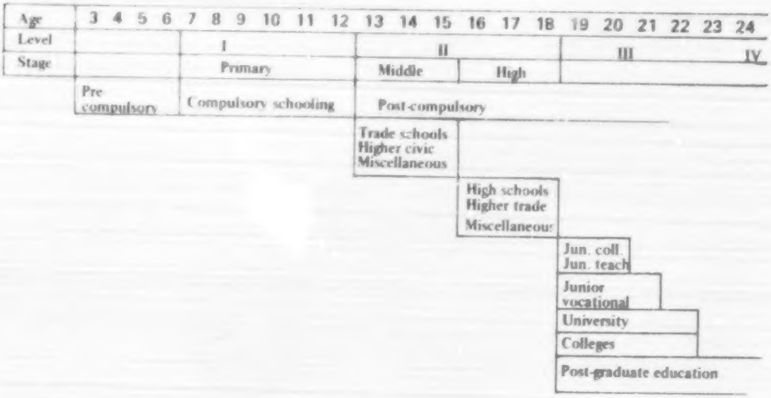
Administration. Statutes enacted by the National Assembly and the ordinances, orders and regulations issued by the executive branch form the legal basis for the national control of education. The Ministry of Education is the central administrative body responsible for over-all supervision and control, planning and policy co-ordination and for formal, social, scientific and physical education and textbooks.

Boards of education are autonomous in the provinces and municipalities. They are legislative bodies but also have executive functions and are concerned with the administration of elementary and secondary education through the Bureaux of Instruction and of Administration. At the county level, Offices of Education have the direct supervision of elementary and middle schools in their administrative districts.

Finance. There are two main financial sources—governmental and local. Government contributions from the Ministry of Education budget (drawn from the National Treasury) go to national schools, especially colleges and universities; they also provide subsidies for boards of education, private schools and research institutions, and meet local expenditures for teachers' salaries and school operating costs. Local education funds in the ministry budget are transferred to the boards and form a major source of their revenue. Parental contributions are in the form of fees in public, middle and high school.

Structure and organization. Pre-school education is provided in kindergartens. Elementary education is compulsory for six years from the age of 6. Middle and high schools offer three years of lower and three years of upper secondary education. High schools are usually academic or vocational but some are comprehensive offering both courses. Graduates may choose junior college (two years), senior college or university (four years). A special vocational system offers a five-year course in higher professional schools for middle-school graduates and professional schools of junior college level for high-school graduates.

Structure of the education system in the Republic of Korea


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Level
I
II
III
IV
Stage
Primary
Middle
High
Pre compulsory
Compulsory schooling
Post-compulsory
Trade schools
Higher civic
Miscellaneous
High schools
Higher trade
Miscellaneous
Jun. coll.
Jun. teach
Junior vocational
University
Colleges
Post-graduate education

Selection for middle-school entrance is under the 'lottery and school precinct system' with no entrance examination. High school applicants undergo a screening examination; then vocational high school candidates are further screened by the schools and general school pupils are assigned to schools in their district by lottery.

To improve the quality of higher education, the ministry enforces a preliminary examination system for admission to colleges and universities, and has established a student quota system based on estimated manpower needs.

The school year starts in February.

Curricula. The main emphasis at all levels of the curriculum is on improving the quality of education and making it relevant for society. The ministry takes major responsibility for curriculum reform throughout the system, however groups such as the autonomous Educational Development Institute and the Committee for Higher Education are commissioned to identify problems, plan curriculum development and make appropriate recommendations to the ministry.

Emphasis in middle schools is on the skill-learning programmes, designed to strengthen vocational education. The high schools and colleges offer extra-curriculum activities to foster students' intellectual, aesthetic, social and sporting interests. A population education programme exists for students and adults. Almost every school provides community educational services.

Teacher education. Junior and senior teachers' colleges admit high school graduates. Article 13 of the Constitution states that: 'the social position of teachers shall be properly respected and their status guaranteed'. Adequate economic and social rewards are provided by the ministry to enhance enthusiasm and morale. This also facilitates recruitment and the continuous service of capable teachers. Special allowances and a teacher rotation scheme apply to staff in rural and remote areas.

In-service courses are widely used for the development of new curricula and keeping teachers up to date.

SINGAPORE

General aims. The aim is to provide a place in school for all boys and girls of school age. Equal access to education for majority and minority races is emphasized. Each of the four language streams in schools receives equal treatment and provisions. There is complete freedom of choice of the language of instruction. Four official languages are recognized, namely, Malay, Chinese, Tamil and English.

Administration. In this small city state education is centrally controlled by the Ministry of Education. The Director of Planning and Review co-ordinates the planning activities of the ministry. The Schools Division supervises the implementation of policy and the day-to-day running of schools. Six divisions in the ministry are responsible respectively for: general administration; finance and personnel; planning and review; schools; services; and development.

Finance. Education is financed almost entirely by the government. Voluntary contributions from private sources constitute a relatively small proportion of the total spent on education. Government-aided schools receive grants to meet recurrent costs based on pupil enrolments and staffing requirements.

Structure and organization. Pre-school education and education for handicapped children are provided by the government and private organizations.

Primary education of six to nine years' duration begins at the age of 6. Secondary education is provided in four-year courses with a technical, academic or commercial bias. After completing the second year, pupils can proceed either to complete their secondary school course in one of the three streams or join a vocational institute. A two-year junior college course in arts, science, commerce or technical subjects leads to an advanced-level examination.

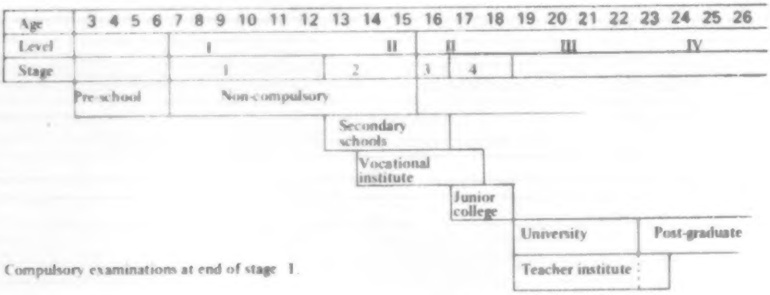
A number of vocational institutes under the Industrial Training Board (ITB) provide training in a wide range of technical subjects, while the Adult Education Board (AEB) runs work-oriented courses for pupils who have not been able to cope with the regular general education courses.

Primary and secondary education is available in the four official languages. Government schools usually have two or three language streams. Aided schools have one stream.

Resources are maximized by using school premises for one group of pupils and teachers in morning sessions and for another group in the afternoon.

The school year is from January to November or December. In primary schools teaching occupies between twenty-one and twenty-four hours per week; in secondary schools about twenty-five hours per week.

Structure of the education system in Singapore



Compulsory examinations at end of stage 1.

Curricula. Curricula for primary and secondary schools are common and have been developed centrally under the Curriculum Development Committee which has independent subject standing committees working under its general direction. In addition to a common national primary school curriculum there is a basic course curriculum. ITB and AEB courses are provided at the secondary level.

The mother-tongue, a second language, mathematics, science, education for living, health education, arts and crafts, and music are taught in primary schools. The basic course includes arithmetic, physical education, civics and work-related subjects.

In the first two years of the secondary school the common curriculum consists of the first language and its literature, a second language, mathematics, general science, history and geography, arts and crafts, the national language, physical education, civics, music and technical subjects. In the next two years a choice between arts, science, commercial and technical courses is offered. At the end of the four years pupils sit for the General Certificate of Education 'O'-level examination.

Teacher education. The Institute of Education is responsible for the pre-service training of primary and secondary school-teachers in all four language streams. Primary and lower secondary school-teachers with an advanced school-leaving certificate follow a two-year full-time course. Secondary school-teachers with an advanced school certificate and teaching experience are given a two-year part-time course. Other secondary and junior college teachers with a university degree in relevant subjects are trained in a one-year full-time course.

Pre-service training is expected and practising qualified teachers are encouraged to attend in-service courses provided by the ministry and by the Institute of Education. Training courses and workshops are provided for school principals, senior assistants and ministry officials. Further training is given to selected personnel in regional centres for language, technology and science, and mathematics.

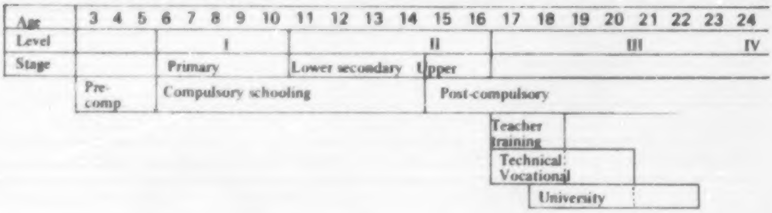
SRI LANKA

General aims. The government aims to provide equality of educational opportunity, the enhancement of science and technical education, and a balance in quality between urban and rural schools. Education is free in schools and is compulsory for all children for the first nine years of schooling.

Administration. The Ministry of Education is responsible for policy formulation, planning, finance and distribution of resources. Implementation of policy is the responsibility of the seventeen regional offices of education. Educational research is conducted by the ministry and the Curriculum Development Centre. Parent-teacher associations in schools are encouraged.

Finance. The National State Assembly finances the maintenance and development of education. These include both recurrent and capital costs and cover all levels of

Structure of the education system in Sri Lanka



education. Other sources of income are parental contributions and external assistance from UNICEF, Unesco, and Colombo Plan programmes.

Structure and organization. The general education system covers eleven years of schooling. There are fifteen junior and secondary technical institutes which provide middle level, technician and craft programmes; and twenty-seven teacher education institutions which provide both general and specialist teacher education. Graduate and post-graduate programmes are provided by the University of Sri Lanka. Correspondence courses are provided by the University Extension Service and lead to diplomas and degrees.

Pre-primary schooling, from the age of 3 to 6, is managed and financed by the ministry and private organizations. There are five years of primary education, three years of junior secondary and two years of senior secondary schooling. The National Certificate and Higher National Certificate of Education are awarded on satisfactory completion of junior and senior secondary school respectively. The school year is from January to December.

Curricula. A common curriculum exists at the primary level which is pupil-centred and activity oriented. It includes environmental activities, creative studies and aesthetic studies as well as language, mathematics and religion. English is a second language from the third year onwards. The junior secondary programme consists of a compulsory common curriculum which includes first language, second language, social studies, mathematics, science, aesthetics, education, health and physical education.

The senior secondary curriculum consists of a compulsory core, optional stream and compulsory project work. The compulsory core includes first and second languages, cultural heritage, socio-economic environment, and principles of management and elementary statistics. The optional subjects are: science, mathematics, commerce/business administration, languages/humanities/aesthetic studies, agriculture/home economics, social studies and technical science (grade 11 only). There are forty teaching periods per week.

Teacher education. General entry requirements for teacher education are satisfactory completion of senior secondary school, the Higher Certificate and teaching experience in government or private schools. The course lasts two years and includes the theory and practice of education. A certificate is awarded which is the entitlement to teach in a primary or junior secondary school. The university provides graduate and post-graduate teacher training. Graduate teachers are employed in senior secondary schools. In-service training is provided by the ministry.

THAILAND

General aims. According to the revised national education scheme of 1977, the aims of education are to meet the needs of present-day society and to promote an appreciation of the value of constitutional democracy, with the institutions of the nation, religion and monarch as guiding principles for all citizens.

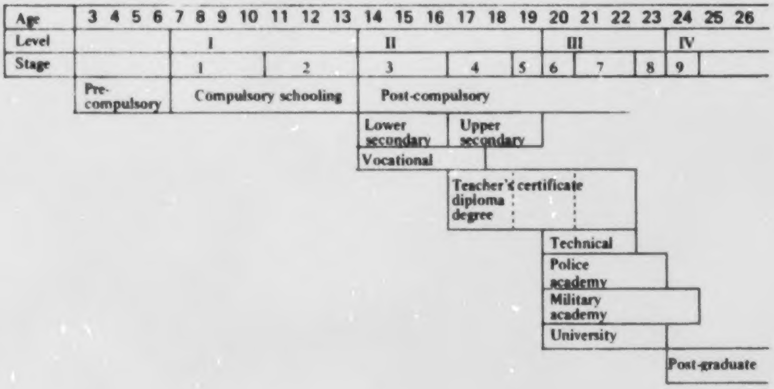
Administration. At national level there are three organs responsible for education: the National Educational Commission, which is responsible for carrying out studies, analysis and evaluation of educational schemes; the Office of the Universities; and the Ministry of Education, which is in charge of education, religion and cultural affairs.

Provincial education authorities are responsible for the management of elementary education and for the promotion of religious affairs and cultural activities within the province but outside the municipalities.

Finance. The major source of funds for education is the national budget. Public and private educational institutions receive government financial support.

Structure and organization. Kindergartens and pre-primary classes exist and attendance at them is voluntary for children between the ages of 4 and 7. There are

Structure of the education system in Thailand


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1
2
3
4
5
6
7
8
9
Pre-compulsory
Compulsory schooling
Post-compulsory
Lower secondary
Upper secondary
Vocational
Teacher's certificate
diploma
degree
Technical
Police academy
Military academy
University
Post-graduate

seven years of compulsory elementary education: four years lower primary and three years upper primary. Secondary education can last six years and this leads on to higher education in universities and other institutions.

Curricula. The primary school curriculum comprises reading, writing, arithmetic, and vocational and craft skills. In the secondary school subjects are divided into three groups: compulsory subjects, electives and free choice. A credit system operates. Extra-curriculum activities, such as Boy Scouts, Junior Red Cross, etc., are organized and schools are required to arrange religious activities such as worship and prayer in accordance with local customs.

The minimum number of weeks in a school year is thirty-five for elementary and lower secondary. There are five days in a school week. The upper secondary school year is divided into two semesters.

Teacher education. There are thirty-six teachers' colleges. Each college admits graduates of lower secondary school on the basis of a quota system. After completing a two-year course a student is awarded a Certificate of Education, which is a qualification to teach in primary schools. Two further years of study leads to a Higher Certificate in Education for secondary school-teachers. There are also programmes in teachers' colleges which lead to a bachelor's degree in education. In-service training is provided in teachers' colleges. A Teachers' Council, in addition to giving advice on general aspects of educational administration to the Ministry of Education, keeps watch on behaviour and discipline among teachers.

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Europe and North America

I. Eastern Europe

BULGARIA

General aims. The country aims to provide free education at all levels based on modern science and marxist-leninist ideology. Primary education is a right and compulsory; the Constitution provides for the creation of compulsory secondary education. All who have completed primary education may enter secondary establishments. Gifted students are to be encouraged. Citizens of non-Bulgarian origin have the right to study their own language in addition to compulsory Bulgarian.

Equal rights for men and women and special protection for young people of both sexes are guaranteed. In the interests of technological development, people engaged in production are urged to increase their qualifications systematically.

Administration. Policy is formulated on the basis of decisions taken at the Congress of the Bulgarian Communist Party. The main legislative body is the National Assembly which approves such decisions and passes laws relating to public education. The Council of Ministers issues decrees and takes decisions on the opening and closing of primary and secondary educational establishments, technical and vocational schools, and teacher training institutions.

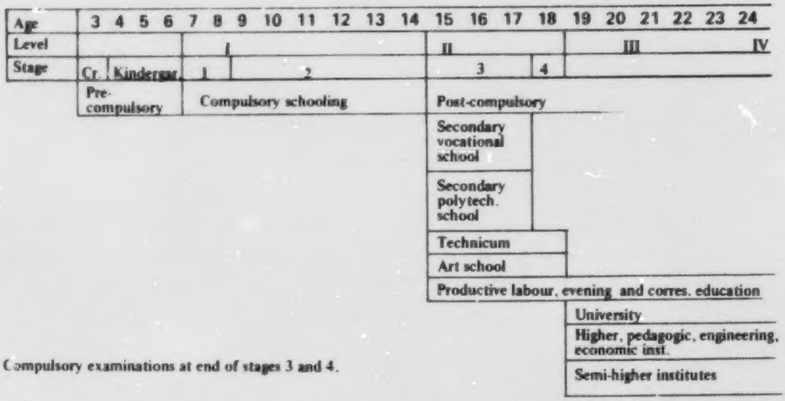
The Ministry of National Education and its inspectorate is responsible for approving and directing all teaching programmes, textbooks and methodological instruction. Planning committees decide on the numbers of students to be trained in the various institutions.

At the regional level educational institutions are controlled by the Regional People's Council and the Sofia People's Council. In large towns there is a department for national education responsible for the supervision and direction of education. Local inspectors are responsible for supervision and direction of teaching methods.

Finance. Various economic departments responsible to the Council of Ministers supervise estimates, the financing of educational institutions, and control the numbers of those graduating in the production skills.

Structure and organization. In 1976 about 74% of all 3 to 6 year olds were in kindergartens. The primary school course lasts eight years. In the first two years all children

Structure of the education system in Bulgaria


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Level
I
II
III
IV
Stage
Cr.
Kindergar.
1
2
3
4
Pre-compulsory
Compulsory schooling
Post-compulsory
Secondary vocational school
Secondary polytech. school
Technicum
Art school
Productive labour, evening and corres. education
University
Higher, pedagogic, engineering, economic inst.
Semi-higher institutes

Compulsory examinations at end of stages 3 and 4.

are promoted automatically to the next grade; subsequently, teachers' councils decide whether any child shall repeat a year. No examinations take place at primary level, but a leaving certificate indicates the marks received in different subjects in the eighth grade.

There are a variety of institutions which provide secondary education. A matriculation examination in the basic subjects and a special examination for students in secondary vocational schools is taken at the end of the course. The school year is from June to September.

Curricula. Curriculum proposals are formulated by special commissions which include scientific workers, educationists, teachers, doctors and psychologists, and are published in periodicals for further discussion. If approved by the Higher Education Council they are passed on to the Ministry of National Education for implementation.

Textbooks are written by groups of specialists according to these programmes. Both syllabuses and textbooks are used on an experimental basis before being adopted in all schools. Curricula and syllabuses are periodically corrected, improved, modernized and amended to take account of advances in science, cultural changes and the improvement of techniques.

In the primary and secondary polytechnical schools the curriculum includes Bulgarian, Russian (from year 3), a Western language (from year 8), mathematics, study of the motherland (years 1 to 4), physics, astronomy, chemistry, biology, geography, history and constitution, fundamentals of communism (year 11 only), physical training, fine arts, music, military training, labour practice (years 1 to 7), and production practice (years 9 to 11). Some secondary schools specialize in mathematics, foreign languages and sports. In all types of secondary school there are optional courses in various subjects which may be studied for one or two periods a week.

Teacher education. Various institutes of higher and semi-higher education prepare teachers for different types of school. A branch of the University of Sofia at

Blagoevgrad and other semi-higher institutes prepare teachers for pre-school work, first to third year teaching and general subjects for the fourth to seventh years. Universities and higher educational institutes prepare teachers of academic subjects for the secondary polytechnical schools. Specialist institutions train teachers for physical education, music and singing. Teachers of technical subjects are trained in higher engineering, agricultural and other specialist institutions.

Entrance requirements for the semi-higher institutes and the universities include the completion of secondary education and military service. Candidates must also be under 35 years of age and pass a competitive entrance examination.

Training includes academic (ideological and scientific), professional and practical courses. Syllabuses and curricula are determined by the institutes and the Ministry of National Education at the beginning of each school year. In-service education is carried on at the special demonstration schools, of which there are five in each region, in the pedagogical annexes to the National Education Offices, and in three special institutes for post-diploma qualifications.

BYELORUSSIAN SOVIET SOCIALIST REPUBLIC

General aims. The aim of education, provided in accordance with the Constitution as the right of every citizen, is to instruct the younger generation in the requirements of active productive life and communist construction. Instruction and communist education are inseparable. Education is humane, moral, scientific and free at all levels regardless of race or nationality, sex, beliefs, and property or social status.

Administration. The Ministry of Education and the State Committee for Vocational-Technical Training of the Council of Ministers manage general, vocational-technical, specialized secondary and higher education in accordance with regulations and the principles of democratic centralism, which means that public education is unified and that curricula, teaching methods and assessments are controlled in accordance with approved standards.

School inspectors are attached to the Ministry of Education and to regional, city and district departments of public education. The inspectors ensure that the decisions of the party and government, based on scientific principles, are carried out by educational bodies and schools. Inspectors visit schools and offer practical advice on how to eliminate shortcomings and carry out instructions. Great attention is paid to the adoption of advanced teaching techniques by school-teachers, instructors in teacher training institutions and educationists.

Educational plans are an integral part of the national economic plan. They make provision for expanding the school network and the enrolment of children in various institutions over a five-year period. Draft plans are developed at the regional level by city and regional departments of public education. The ministerial and state committees participate in the preparation of plans for the approval of the Government of the Republic.

Finance. The State finances education. The government and the local soviets of working people's deputies make sure that new schools are built, that rural teachers are provided with accommodation, that boarding school places and hostel places for students training to be teachers are adequate, and that school canteens meet the needs of pupils.

Structure and organization. The system comprises pre-primary establishments (kindergarten, nursery, nursery-kindergarten combined), general education schools (daytime, evening, correspondence schools), vocational, specialized secondary and higher learning institutions, refresher courses and advanced training for specialists.

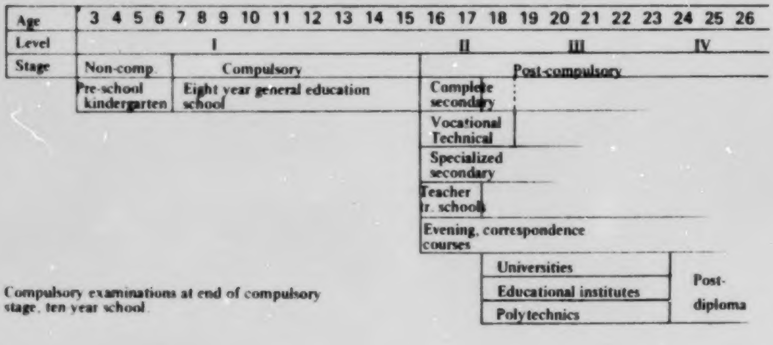
Kindergartens provide programmes for various age groups of infants which include moral, aesthetic and physical education, and instruction in reading and simple arithmetic. Kindergartens increasingly prepare children for school which they enter at the age of 7. Special arrangements are made to prepare for school those 6 year olds who have not been to a kindergarten.

Practically all children between the ages of 8 and 15 complete the eight years of compulsory schooling in the minimum period of time. Pupils leaving the eighth grade are distributed among the various types of secondary education establishments in keeping with the economic needs of the region.

Secondary education is provided in general, vocational-technical and specialized secondary schools. The largest proportion attends general secondary schools. Less than 10 per cent go to evening (two-shift) schools and a similar number go to specialized secondary schools. Vocational-technical schools train workers for some 269 trades. The specialized secondary schools and technicums train students for 180 professions.

There is a system of part-time evening and correspondence courses for working people. This 'work and learn' programme is supported by industrial enterprises, trade unions and Young Communist League organizations who provide suitable conditions for working people to combine work with education.

Structure of the education system in the Byelorussian SSR


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
Non-comp.
Compulsory
Post-compulsory
Pre-school kindergarten
Eight year general education school
Complete secondary
Vocational Technical
Specialized secondary
Teacher tr. schools
Evening, correspondence courses
Universities
Educational institutes
Polytechnics
Post-diploma

Compulsory examinations at end of compulsory stage, ten year school.

102

Curricula. The principle of polytechnical schools in the training and education of youth is applied to all courses in general education schools and forms the basis of further vocational training. Laboratory and practical work, films and excursions, and attention to the fundamentals of science contribute to the realization of this principle.

Training through and for labour is a component of the curriculum. In the primary and middle grades there are special programmes of labour education. In the senior classes it takes the form of practical training in various crafts. Senior pupils have workshop training in industrial enterprises and professional orientation in inter-school centres.

In a number of secondary schools students in the ninth and tenth grades are given a more profound theoretical and practical mastery of the natural sciences, mathematics and the humanities. Options are offered from the seventh grade.

Clubs, scientific societies and art-appreciation groups are attended by large numbers of young people who wish to pursue extra-curriculum activities or improve their knowledge of subjects such as nature study, radio engineering, photography, physics, chemistry and mathematics.

Teacher education. Teachers are trained in seven educational institutes, two universities, a physical culture institute, and thirteen teacher training schools. Higher educational institutions offer a four- to five-year course and qualify teachers for the various subjects in the curriculum. Secondary teacher training schools prepare teachers for the primary grades, for vocational training, drawing and music, and for pre-primary institutions.

The curricula of teacher training institutions include special subjects, methods of teaching them, as well as pedagogical and psychological courses. Institutes of advanced teacher training serve as centres for daytime, correspondence and evening advanced courses to raise the qualifications and professional standards of teachers in public service.

CZECHOSLOVAKIA

General aims. The basis of the present education system is Article 24 of the Constitution of July 1960. Every citizen has the right to free education which is compulsory up to the age of 15; beyond that age it is provided free in all schools and universities. Schools and educational establishments are part of a unified system and all grades of school provide a general polytechnical education. Higher education is available for all according to individual ability. A basic principle underlying the government's educational policy is that the adoption of changes in the structure and content of the education system be preceded by careful study and long-term practical experimentation.

The government gives preference to branches of study which directly benefit the national economy and public life. Students in the technical and agricultural faculties enjoy advantageous conditions of study, higher levels of scholarship and better social conditions.

Administration. The Ministries of Education of the Czech and Slovak Socialist Republics have over-all responsibility for schools, with the exception of secondary schools for nurses which come under the Ministry of Health, and secondary schools for the military which are a Ministry of Defence responsibility. Pre-primary and primary schools are controlled in the first instance by district committees; secondary schools and apprentice schools by regional committees. Vocational training centres are organized by the production sector responsible for their material equipment, which also staffs them with specialist instructors. These schools are inspected by district, regional and central inspectors of education. Crèches are managed by the Department of Public Health.

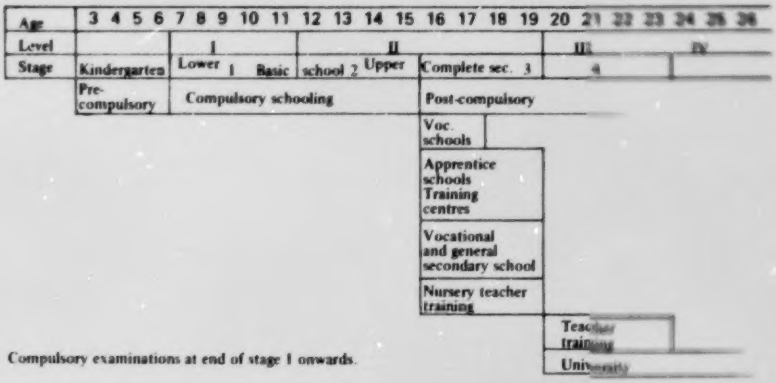
Universities and higher schools are under the direct control of the ministry and a Committee for Universities and Higher Schools, comprising rectors of universities and higher schools and other experts appointed by the Ministers of Education. Their meetings are attended by representatives of the Socialist Union of Youth and the Union of Employees.

Ideological-political and pedagogical management of education is centralized in both national Ministries of Education. They issue curricula for institutions and organizations, sanction the syllabus for all subjects, and approve textbooks and texts. Financial management and legal authority is delegated to education departments at regional and district levels.

There are ten regional educational committees and each has an educational institute attached to it. These institutes serve as consulting centres, carry out diagnostic tests and give vocational guidance. District committees are responsible for school meals and they also provide district educational centres, which inform teachers of new educational developments.

Structure and organization. The majority of children receive pre-primary education in crèches from the age of three months, and in nursery schools and children's centres from the age of three years. Nine years of compulsory education begin at the age of 6, divided into a lower stage of five years' duration and an upper stage lasting four years. The average number of pupils is approximately twenty-six per class. Children of national minorities may attend classes in their mother-tongue: Hungarian, Ukrainian, Polish or German. After leaving the basic nine-year school, children may attend apprentice schools and training centres, vocational schools, vocational secondary schools or general secondary schools.

Structure of the education system in Czechoslovakia


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
Kindergarten
Lower 1 Basic school 2 Upper
Complete sec. 3
4
Pre-compulsory
Compulsory schooling
Post-compulsory
Voc. schools
Apprentice schools Training centres
Vocational and general secondary school
Nursery teacher training
Teacher training
University

Compulsory examinations at end of stage 1 onwards.

Apprentice schools and apprentice centres train skilled workers and are classed as secondary schools. Each year more than half of the children leaving elementary schools continue their education in these establishments. On completing their course they may go to a vocational secondary school and take the school-leaving examination, which entitles them to attend a higher educational establishment.

Vocational secondary schools prepare students for work in industry, construction, transport, agriculture, forestry, economics, public health, the humanities, pre-primary teaching and applied arts. Courses last four years and lead to the school-leaving certificate examination. Approximately 15% of pupils continue their education in higher polytechnical, economic, or fine arts institutes. Two-year vocational schools offer a more basic training in agriculture, forestry, economics and the applied arts.

General secondary schools are divided into two sections: arts and science. The former specializes in languages and social sciences; the latter in mathematics and natural sciences. Both have additional optional subjects. Their main function is to prepare pupils over four years for entrance to higher education and for certain professions.

Curricula. Syllabuses and curricula are prepared by educational research institutes and drawn up under the supervision of the Ministries of Education. Programmes are introduced into schools after experimental verification. Textbooks are published by State publishing houses, but teachers are free to experiment with new methods.

Educational work at crèches and pre-primary schools is determined by programmes approved by the Ministries of Education and Health. In the basic nine-year school the following subjects are taught: mother-tongue and literature (Czech, Slovak, Polish, Hungarian, Ukrainian, German); arithmetic for five years followed by mathematics for four years; Russian from the fourth year onwards; social studies and science from the sixth year onwards; physics from the seventh year onwards; and chemistry from the eighth year onwards. Physical education, art and handicrafts are taught at all levels. Optional subjects may be chosen from among a second foreign language, practical work in science, mathematics, mother-tongue, sewing, cookery and sport. Optional classes at the lower level of elementary school are for two hours per week and cover active games and hobby groups. For backward pupils the school provides two hours of coaching per week.

Day centres and youth clubs are provided. Here children can engage in manual work, sport and recreation, or they can prepare the next day's lessons under the supervision of instructors.

Teacher education. Intending nursery school-teachers attend one of the twenty-two teacher training secondary schools for a four-year period. Entrance requirements are completion of basic schooling and a pass in two entrance examinations. The first is a test in music, art and physical education; the second consists of tests in language and mathematics. The curriculum in secondary teacher training schools covers mathematics and language (mother-tongue), ideological-political components, the psychology of education and teaching methods.

Teachers for elementary schools are trained for four years in one of twelve faculties of education (colleges), after completing secondary school. Examinations for first to fifth form teachers in elementary schools have to be passed in ideological-political knowledge and the psychology of education, music, physical education, art, language (mother-tongue) and mathematics. Teachers of sixth to ninth forms in elementary schools have to pass examinations in ideological-political knowledge, the psychology of education and two chosen subjects.

Secondary school-teachers give instruction in the speciality they have studied at university. Teachers of humanities follow a five-year course, receiving some instruction in teaching methods at the faculty of arts. Science teachers are trained at the faculty of science; at the end of their course they sit a State final examination and submit a thesis. Entrance examinations for the universities are in ideological-political knowledge, the psychology of education and two chosen subjects.

Teachers for secondary vocational schools are trained at colleges of university standard. Subjects followed include technology, economics, agriculture and forestry. Additionally, an examination in educational psychology must be passed. Within ten years of completing their university studies teachers must pass a post-graduate examination at the faculty from which they graduated. Post-graduate education lasts two years; graduates must present a paper and sit an examination. This qualifies teachers for further promotion.

Central institutes of education in Prague and Bratislava organize education courses for the head-teachers of secondary schools. Regional institutes provide instruction mainly in methodology for secondary school-teachers and head-teachers of elementary schools. District centres organize further education courses for teachers of elementary and nursery schools.

Teachers' salaries are paid by district committees.

GERMAN DEMOCRATIC REPUBLIC

General aims. One goal of education is to create patriotic citizens with harmonious, all-round socialist personalities who consciously mould social life and the environment. A marxist-leninist ideology permeates all educational institutions.

In accordance with the Constitution all citizens have an equal right to free education in ten-year general polytechnical schools. These schools are compulsory and co-educational, except for sports taken after the intermediate level. Religious instruction may be given by religious communities.

Administration. The education system is based on the principles of State control, secularity and uniformity. The *Volkskammer* (People's Chamber) formulates policy for education and the Council of Ministers is responsible for the implementation of this policy for the whole socialist education system. The Ministry of Education is responsible for timetables and syllabuses worked out by the Academy of Pedagogical Sciences. Textbooks are published on behalf of the ministry by a central State publishing house.

Two general principles of administration govern the relationships between the various levels of educational organization and the legislative councils. The first is "democratic centralism" and the second is "double subordination". The former means that assessments of local needs for education and changes in national educational policy are made by the local authorities, sent to the regional authorities for collating and then passed to the central ministry for final decision. Detailed implementation of the central decision is then undertaken by the regional and local authorities who act as decentralized agencies of the central government. In matters which involve local affairs, the local authorities have considerable freedom of decision. The latter principle means that lower administrative departments are subordinate not only to higher departments and ultimately to the ministry, but also to their own local legislative councils. This is intended to ensure that weight is given to the need for national uniformity in educational practice.

Kindergartens, ten-year general polytechnical schools, extended secondary schools, evening classes, special schools and hostels, teacher training schools for kindergarten teachers, teacher training institutes and educational universities are under the control of the Ministry of Education. Vocational training institutions are controlled by the State Secretariat for Vocational Training, while universities, colleges and some technical colleges are the responsibility of the Ministry of Higher Education. Other colleges are administered by those ministries concerned with culture and health. Creches are the responsibility of the Ministry of Health, but are usually maintained by enterprises.

The educational research institutions co-operate closely with the leading State organs. They are the Academy of Pedagogical Sciences, the Central Institute for Vocational Training, the Institute for Higher Education, the Institute for Technical Education, the Institute for Youth Research, as well as other specialized institutes.

Parents have the right of participation in school affairs. Parents' councils are elected every second year for every school, and parents' committees are elected annually for each form in every school.

The school director or principal is responsible for the organization and management of his institution; he is assisted by his deputy and the teachers. However, the school is helped and, to some extent, supervised by the educational council, which consists of the teachers, representatives of the Free German Youth, the parents' council and any sponsoring enterprise.

Finance. The central government is directly responsible for financing higher education and for the necessary administrative machinery. Regional councils are responsible for financing the regional departments of education and for training primary teachers. Urban and rural districts pay the salaries of teachers and administrators in their departments of education. They also maintain and repair school buildings, provide school furniture, books and instructional materials, and pay for the secretarial services in the schools. Enterprises often sponsor the supply of equipment and materials and parents' councils raise funds for special purposes. All such auxiliary funds are reflected in the State budget.

Full-time students in universities, colleges and technical colleges are given grants and allowances according to social need and individual performance.

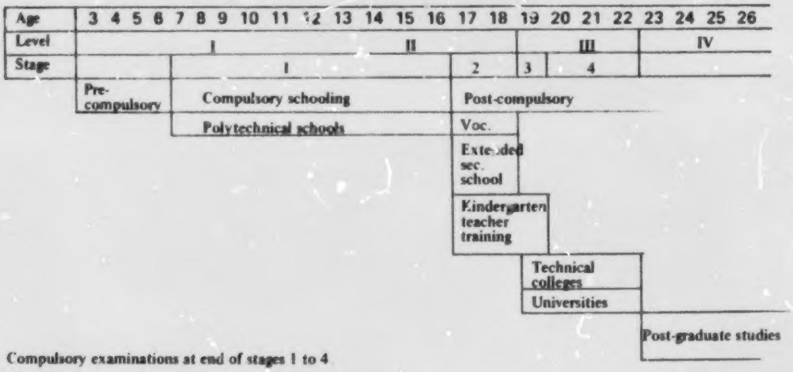
Structure and organization. The elements of the integrated education system are: pre-primary institutions; the ten-year general polytechnical school; vocational training institutions; educational institutions providing university entrance qualifications; technical colleges; and universities and colleges.

Crèches are available for children up to 3 years of age and 45% of this age group attend. The kindergartens accept children from the age of 3 until school entrance age—82% of children attend them; parents pay a small contribution for food. Children who do not attend kindergarten are prepared for schooling during 'learn and play' afternoons in the last pre-primary year. Most crèches and kindergartens are open all day from 6-7a.m. to 6p.m.

The ten-year school is essentially polytechnical and is divided into a lower section (grades 1 to 3), an intermediate section (grades 4 to 6) and an upper section (grades 7 to 10). To cater for families where both parents work, the majority of the schools have day-care facilities (after-school centres) for the lower and intermediate sections. Pupils are able to do their homework under supervision or follow their special interests in groups. After-school activities are based on a central educational plan. School lunch is provided for 68% of pupils. The upper section concludes secondary education and all pupils take the compulsory school-leaving examination after the tenth form.

There are both schools for handicapped and special schools. The latter accept a limited number of pupils with an excellent performance record in order to meet the demands of the national economy, science, sports and culture, and to promote talent in a special way.

Structure of the education system in the German Democratic Republic


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1
2
3
4
Pre-compulsory
Compulsory schooling
Post-compulsory
Polytechnical schools
Voc.
Extended sec. school
Kindergarten teacher training
Technical colleges
Universities
Post-graduate studies

Compulsory examinations at end of stages 1 to 4

After leaving the ten-year polytechnical school, pupils can receive either two years of vocational training leading to the skilled worker's certificate, which enables students to attend a teacher training school for kindergarten teachers, a teacher training institute or a college for training junior medical personnel; or complete three years' training which includes both the skilled worker's certificate and a university entrance qualification. About 90% of the young people leaving secondary school either undergo vocational training or pass to other paths of education.

The *Abitur* is a school-leaving certificate permitting access to higher education. It can be acquired in an extended secondary school, a two-year extended polytechnical school or in a three-year vocational training institution. University entrance qualifications may also be gained by attending evening school *(Volkshochschule)*, a trade college or appropriate special course leading to a special *Abitur*, or by full-time courses or evening classes.

Entry into any of the more than 180 colleges *(Fachschulen)* is achieved through a secondary school-leaving certificate, completed vocational training or one or two years' work in industry or other equivalent fields. Full-time courses generally last three years but extra-mural or evening courses can take five years. Admission to universities depends upon the demand of the national economy and social criteria.

Examinations in schools are carried out by class teachers in accordance with detailed regulations drawn up by the Ministry of Education. Final examinations in general polytechnical schools and in extended secondary schools are partly external. The *Abitur* consists of both oral and written tests. One of the oral tests is in current affairs or in history and one is related to the individual student's vocational studies.

The school year begins in September and ends in July. One school year comprises approximately 210 days or thirty-two school weeks. Instruction is from Monday to Saturday. Holidays normally begin on Saturdays.

Curricula. In the lower section of school pupils acquire basic skills in reading and writing, mathematics, craft, music, sport, nature study and insights into society. Lessons are given in the morning. At the intermediate stage specialized instruction in the fields of natural sciences, social sciences and foreign languages begins and includes: mathematics, biology, crafts, German, history and geography. In the upper section of secondary school pupils work in order to extend and assimilate their knowledge independently and permanently. Subjects include physics, astronomy, chemistry, biology, geography, mathematics and German. Optional subjects exist and pupils are also acquainted with the scientific, technical, technological and politico-economic bases of production. Vocational training comprises general education, and theoretical and practical vocational training. There are numerous extra-curriculum activities. Many pupils are 'young pioneers' or members of the Free German Youth. In addition, many belong to the Sports and Gymnastics Union. There are also inventors' clubs and technicians' clubs.

Teacher training. Teachers for the lower section of the secondary school receive four years' training, after graduating from a ten-year general polytechnical school, in one of the twenty-nine teacher training institutes. The *Abitur* is required for those intending to teach grades four to ten. Senior-stage teachers follow a four-year course, which is available in six universities and nine educational universities, and leads to a teaching diploma in two subjects. For student teachers, sports and foreign languages are compulsory subjects and the course includes one term of practical training. During this term, as well as in their first year of work, students or young teachers are guided by a tutor. Kindergarten teachers are trained in one of the eighteen teacher training schools for three years after completion of polytechnical secondary school.

Teacher training is free of charge and about 95% of students receive grants. Teachers are obliged to undergo a period of further training every four years and there are many other opportunities for in-service training such as educational libraries, special radio and television programmes, and organized seminars. There are professional journals for teachers on every subject taught and periodicals on teaching theory, psychology and methodology.

Teachers are rewarded for their services in many ways: there is a teachers' day; successful and deserving teachers receive awards and promotion; many towns organize a teachers' club. Teachers are also entitled to an increased retirement pension and extra annual payment.

HUNGARY

General aims. The Reform Act of 1961 established some general aims which have determined educational policy since that time. These aims are: to bring schools closer to practical life; to find ways of avoiding failure especially at the primary level; to make adult education an integral part of the education system; and to increase participation in compulsory schooling as well as to achieve the aim of universal secondary education by making attendance at all four years of secondary school completely free.

Administration. Educational policies are formulated at the national level. The Minister of Education can issue decrees, and is responsible to the National Assembly and the Presidential Council. He is a member of the Council of Ministers, and as such is involved in preparation of laws and the direction of local administrative units.

In education, the Ministry of Education is the highest authority. It directs and supervises all primary and secondary schools and most higher education institutes.

The county councils, or their executive committees, direct the local councils. These regional councils, through their executive bodies—county district offices—are responsible for the development, maintenance and operation as well as inspection and supervision of local educational activities. They also supervise medium-level educational institutions.

At the local level, local councils function in villages, towns and districts of the capital to maintain primary and secondary educational institutes. They also inspect and supervise primary education.

The National Council of Education serves as an advisory body on guidelines and planning to the Ministry of Education. It has responsibility for advising the ministry on educational matters especially connected with other ministries.

Finance. Education is totally financed by the government. The distribution of educational expenditure is by type of school. In 1973, primary schools received the largest amount. Secondary and higher education were the next largest sectors of expenditure, followed closely by vocational training and kindergartens.

Structure and organization. Pre-primary schools are run by local or central educational authorities and social organizations. Attendance is voluntary between the ages of 3 and 6.

There are four main types of compulsory general school at the primary level: the divided school; the partly divided school; the district school; and the associate school. In the divided school, each age group has a separate class. In the partly-divided school, some grades combine ages because of the limited number of pupils. The district school is located in rural areas and gathers pupils from a large catchment area. The associate school has combined classes for the lower age group, but sends older pupils to a district school.

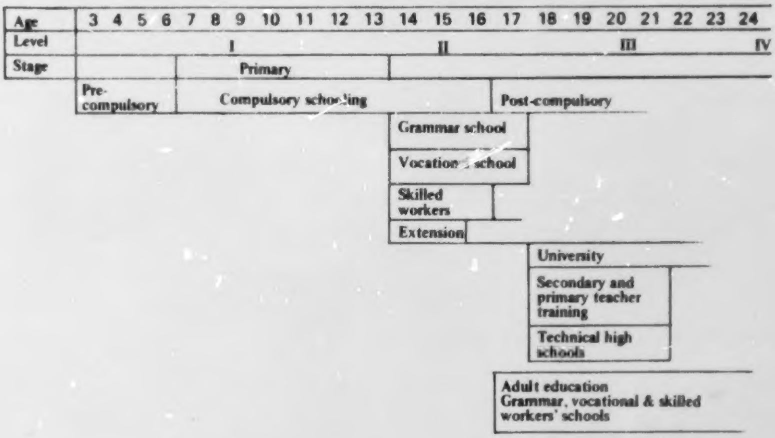
Secondary education is open to pupils who have successfully completed the eighth grade of compulsory education and are below the age of 17 on 1 September. Secondary school generally lasts four years. Pupils attend either grammar schools, vocational schools or skilled workers' schools.

Admission to higher education is based upon success in the secondary school-leaving examination. Workers who have the skilled worker's certificate may take a one-year preparatory course and then enter higher education.

Curricula. Pre-primary curricula have alternating periods of play, work and instruction.

The curriculum for the primary grades includes the academic subjects: chemistry, elementary biology and zoology, environmental studies, geography, history,

Structure of the education system in Hungary


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Level
I
II
III
IV
Stage
Primary
Pre-compulsory
Compulsory schooling
Post-compulsory
Grammar school
Vocational school
Skilled workers
Extension
University
Secondary and primary teacher training
Technical high schools
Adult education
Grammar, vocational & skilled workers' schools

Hungarian, mathematics, music, physics and Russian language; and subjects such as counselling, drawing and physical education. Practical work periods are given each week. Recent trends have included new subjects such as 'preparation for family life', sexual education and enlightenment. Modern mathematics is gradually being introduced into schools.

The secondary programme has a scientific-technical bias, but optional subjects are offered in general subjects. Practical work is integrated into the syllabus.

State enterprises prepare and publish textbooks which have been written by authors selected through a competition of manuscripts. Recent curriculum reform is being based on experiments with optional subjects.

Education adapted to the working and living circumstances of adult pupils is having an influence on the adult education programme.

Teacher education. Teachers for pre-primary schools are enrolled in vocational secondary schools for a two-year course.

Primary school-teachers are trained in three-year courses at colleges. After qualification they may manage pre-primary schools or teach in the lower grades of compulsory education. Teachers in the upper grades of compulsory education must complete a four-year course specializing in two or three subjects. Secondary teachers take either a university course or attend the College for Teachers of Physical Education. There are institutions for training teachers in special education. In-service training is available at district centres where courses are run for the further education of teachers. The National Centre for Educational Technology disseminates new teaching material and methodology.

POLAND

General aims. The Constitution states that all citizens have an equal right to education and the benefits of culture. Government aims are to generalize secondary education, develop higher schools, increase assistance to those at work who wish to improve their qualifications and provide more financial help for disadvantaged children.

All levels of schooling are free; primary education is compulsory. Teaching is lay in character and the school system is democratic and uniform. Schooling is generally co-educational and the equal rights of both sexes are observed.

Administration. The Ministry of Education formulates all educational policy, which is implemented by local agencies—boards of education and local cells. The former are largely controlled by a superintendent who has authority over the educational institutions and directors in his region. He is assisted by inspectors and administrators. The local cells consist of an inspector and a community head who plan and control educational centres subordinated to them. Advisory and consultative bodies exist at ministerial level.

Finance. Education is largely financed by State and local authority budgets. Primary and secondary general schools are completely financed from local funds. Vocational, nursery and boarding schools are about 90% financed by local authorities. Higher schools and institutions are completely financed by the State.

In 1975 approximately 4% of the educational costs of vocational schools operating in factories and co-operatives were met by enterprises. Some of the costs of education are covered by payments of fees from those studying and training.

Structure and organization. There are nursery, primary, secondary, post-secondary and higher schools. Secondary schools can be general, technical or vocational.

Nursery schools cater for children from 3 to 7 years of age and provide for the all-round development of children. Meals are provided for the children. These schools can be open for twelve months per year, although ten months is more usual.

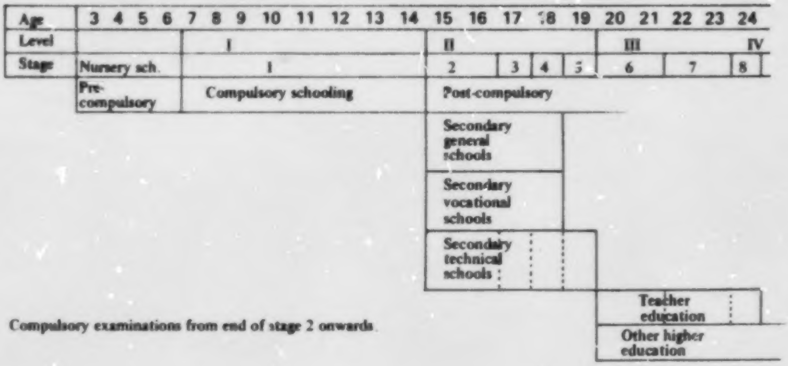
Pupils attend primary school when they are 7 years of age. This level lasts eight years or until pupils are 17 if they have not yet finished primary school. There are no examinations in primary schools.

Secondary general education is for pupils who have completed primary school. Final examinations are taken after four years. Secondary vocational education prepares pupils for employment; the courses can be of two, three or four years' duration. Secondary technical schools offer two, three, four or five year courses, depending upon whether pupils enter after primary education or at some stage in their secondary education.

There are special schools for delicate children, and for the mentally or physically handicapped and socially maladjusted. A few single-sex vocational schools also exist.

The school year is generally from August to June and has two semesters.

Structure of the education system in Poland


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Level
I
II
III
IV
Stage
Nursery sch.
1
2
3
4
5
6
7
8
Pre-compulsory
Compulsory schooling
Post-compulsory
Secondary general schools
Secondary vocational schools
Secondary technical schools
Teacher education
Other higher education

Compulsory examinations from end of stage 2 onwards.

Curricula. All teaching programmes must be approved by the Minister of Education. Curricula are developed by the Institutes of School Programmes and Vocational Training. Subjects taught during the first four years of primary school are: Polish, nature study, geography, mathematics, technical training, arts, music and physical education. During the remaining four years of primary school, in addition to these subjects (excluding nature study), pupils study: Russian, history, civics, biology, physics, chemistry and defence preparation. Some schools concentrate on sports and have extra physical education lessons; some have additional optional subjects.

Secondary general schools offer a similar curriculum to the second stage of primary school. Vocational and technical schools provide courses which can be general, professional and technically specialized. Elective subjects are also offered. Some schools concentrate on practical work and others on integrating subjects for about 10-15% of the timetable.

Teacher education. Intending teachers have the choice of studying at any of the nine universities, twelve higher teacher training schools, seven academies of physical education or fifty-five technical, economic and artistic high schools. Studies usually last four or five years but there are two-year advanced courses for graduates of higher vocational schools. Nursery teachers may follow a four-year higher studies course.

The Institute of Teacher Training organizes special courses, post-graduate studies and in-service training, and engages in educational research. Refresher courses are obligatory every five and ten years for graduates of secondary and higher education establishments respectively.

ROMANIA

General aims. A primary aim is to train the necessary skilled workers, specialists and other manpower to satisfy the country's economic and social needs. All children have equal access to education which is unified and integrated with youth and parents' organizations. Emphasis is placed on raising both scientific and cultural levels.

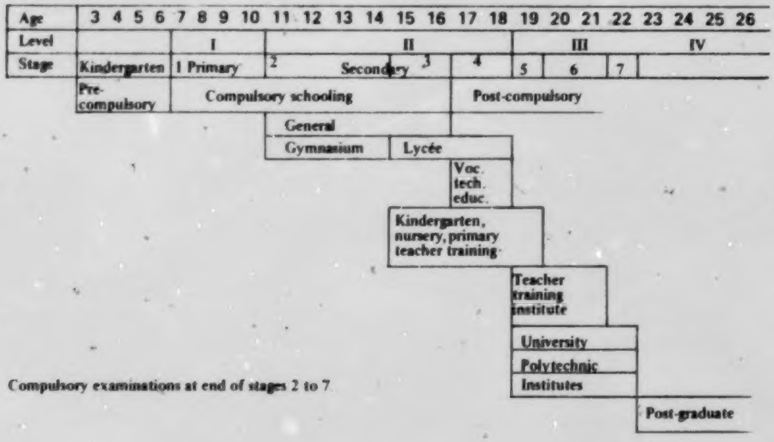
Administration. A centralized system of administration exists. The Central Communist Party formulates policy and educational aims; the Ministry of Education and Instruction adopts and implements policy nationwide.

Finance. The government finances all educational establishments and provides equipment, maintenance, staff salaries, etc. Education is free at all levels.

Structure and organization. Pre-compulsory education takes place in nursery schools and kindergarten for children between 3 and 6 years of age. Compulsory education is for all children from 6 to 16 years of age. Primary school lasts four years and is followed by six years of general education or four years in a *gymnasium*, and then two stages of two years each in a *lycée*. Vocational and technical education studies last approximately two years from the age of 16 onwards. The *baccalauréat* is awarded to pupils who successfully complete their education in a *lycée*.

Higher education is organized in universities and polytechnics, agronomic, medical, pharmaceutical, physical training and sports institutions, and institutes of art. Education of a general, vocational, academic and professional nature is provided and

Structure of the education system in Romania


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
Kindergarten
1 Primary
2
Secondary
3
4
5
6
7
Pre-compulsory
Compulsory schooling
Post-compulsory
General
Gymnasium
Lycée
Voc. tech. educ.
Kindergarten, nursery, primary teacher training
Teacher training institute
University
Polytechnic
Institutes
Post-graduate

Compulsory examinations at end of stages 2 to 7

there are strong links with industry and the economy. Entry to higher education is open to pupils who gain the *baccalauréat*.

The school year starts in September and can continue to May, June or July.

Curricula. The Ministry of Education and Instruction defines and develops curricula. In primary schools emphasis is placed on basic subjects and the timetable includes reading, writing, mathematics, geography, nature study, social studies and training in manual skills. The *gymnasium* develops primary school subjects as well as foreign languages, history, biology, physics, chemistry, music, physical training, and technical and vocational subjects for pupils who intend to pursue these studies. The *lycée* provides courses which prepare pupils for higher education.

Teacher education. Kindergarten, nursery and primary school-teachers are trained for five years in a teacher training *lycée*. The entry requirements are eight years of schooling and a pass in a competitive entrance examination. Teachers for the *gymnasium* and *lycée* are trained for three years in a teacher training institute or for four years in a university. Stress is placed on in-service training.

UKRAINIAN SOVIET SOCIALIST REPUBLIC

General aims. Educational aims are derived from the Constitution and the Law on Public Education of 1976. The basic principles provide for an education that is secular, moral and scientific in character and compulsory for eight years. There is equality of opportunity for all citizens, freedom of choice as to the language of instruction, unity of instruction and a communist education with co-operation from school, family and the general public. The main tasks are to raise the level of instruction and education and to consolidate the material resources available for schools.

Administration. The Ministry of Education and the executive committees of the soviets of working people's deputies adopt policies guided by resolutions of the Communist Party and the Soviet Government. The ministry works out general principles of education, teaching methods and scientific work. The executive committees of the local soviets develop and maintain a network of educational institutions. They are responsible for compulsory general education and management of pre-primary and out-of-school establishments. They also distribute educational funds and co-ordinate the activities of state enterprises, and collective and state farms which render assistance to educational institutions.

Direct management of an educational institution is carried out by its manager, director or rector. Particular attention is given to implementing the most advanced techniques of educational science. There is a Republic State Planning Commission. Public education plans are part of general socio-economic planning. Inspection of educational institutions is carried out by a government department. The basic aim of inspection is to control the implementation of resolutions of the Communist Party.

Finance. Apart from the State budget, assistance towards purchase and maintenance of educational equipment is provided by industrial enterprises, collective and state farms and scientific institutions.

Structure and organization. Education is compulsory between the ages of 7 and 15. Pre-school education covers the period from birth to 7. The compulsory eight-year school or secondary general school is a unified vocational and polytechnical school. An important part in the education of youth and adult workers is played by evening secondary general schools (shift schools). Special boarding schools exist for physically handicapped and delicate pupils. Vocational technical schools supply enterprises with highly skilled and cultured workers. The school year is generally from September to June inclusive.

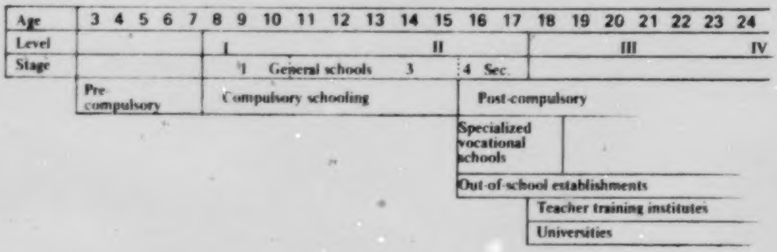
There are over 3,000 out-of-school establishments including 769 'pioneer' groups, 300 young technician centres, 383 sports schools and many other centres where the development of creative abilities is guided by scientists, designers, engineers, agronomists and other specialists. Young people also have an opportunity to meet and talk with honoured war and labour veterans.

Gifted pupils may be provided with opportunities to attend special schools for art or music after their normal schooling. There are also specialized schools in which general education is provided alongside special training in mathematics, science, humanities or sport. In some schools intensive teaching of foreign languages is provided. Entry to these is normally after completion of the eighth grade.

All pupils on leaving the eighth grade receive a certificate which includes marks in all subjects listed on the curriculum and a mark for conduct. Special certificates and gold medals are awarded for exemplary conduct, excellent annual and total marks, participation in socially useful labour and excellent work in individual subjects.

Curricula. Unified curricula and syllabuses exist in general secondary schools to guarantee equal opportunities for continuing education. Instruction is combined with socially useful work. Great attention is paid to moral, vocational, aesthetic and physical education. The sequence of subjects taught is aimed at establishing real links and

Structure of the education system in the Ukrainian SSR



interdependence between them. Time is allocated according to the importance of the subject, the amount of material to be learned, and the correlation between theoretical work and practical application.

Curriculum development involves the work of teachers, educationists and other specialists. The Scientific and Research Institute of Education, the universities and pedagogical institutes conduct research and provide information.

Teacher education. Teachers receive training at nine universities, thirty teacher training institutes, forty-four teacher training colleges and in appropriate institutes of physical culture and fine arts. All courses include marxist-leninist methodology, pedagogics and psychology.

Practical teaching experience is organized in stages. Summer work at pioneer camps is followed by participation in a variety of teaching work in educational establishments. Methods of teaching include lectures, special courses, seminars, and optional courses covering the most pertinent problems of modern science. In the process of training, students are prepared for mass political work among the population.

Central and regional institutes, district and city methodological centres, and the universities participate with a Central Institute for Improving Teachers' Qualifications. All programmes are devised by the Ministry of Education. The title of 'senior teacher' may be conferred on teachers with at least five years experience and whose work is excellent. The title of 'teacher methodologist' may be conferred after ten years' experience and equivalent excellence in teaching methods. Teachers are encouraged to continue their personal education and improve their pedagogical skills.

UNION OF SOVIET SOCIALIST REPUBLICS

General aims. Education is based on a number of principles and, irrespective of race, nationality, sex, religion and social status, it is both a right and compulsory for eight years. In the interest of equality of provision, a uniform system of free schooling exists which is secular, founded on high moral principles, allows a free choice of the language of instruction, is co-educational and constantly takes into account the latest achievements of science, technology and culture.

Education and communist upbringing are integrated and the rising generation is introduced to the principles and practice of communism. Society, family and school collaborate in the education of children and youth. The aim is to prepare the younger generation for life and work and to equip them with the knowledge necessary to work in modern production.

Administration. In accordance with the Constitution and the constitutions of the union and autonomous republics, state and government agencies are responsible for establishing general principles, drafting all-union plans, and organizing and administering institutions.

The administration of public education is exercised by the USSR Ministry of Education, the USSR Ministry of Higher and Specialized Secondary Education, and the State Committee for Vocational Training under the USSR Council of Ministers. In each of the union republics a ministry of education and state committees exercise guidance over general education, pre-primary and extra-school establishments, and teacher training institutes and colleges.

The executive committees of local soviets of working people's deputies administer educational institutions under their jurisdiction and ensure that policy is implemented.

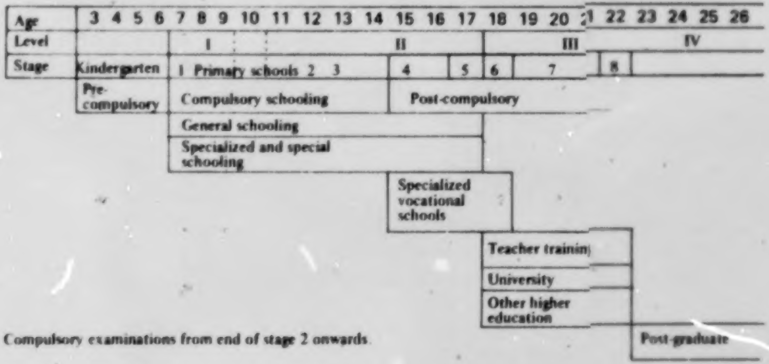
Finance. Education is financed by the state and considerable sums are made available for public education from the funds of industrial ministries, co-operatives, trade unions, other social organizations as well as collective and state farms. These institutions pay for school equipment, furniture and teaching aids. They may also finance the construction of boarding schools and pre-primary establishments.

Structure and organization. The public education system incorporates pre-primary, general primary and secondary schools, out-of-school activities, vocational training, specialized secondary education and higher education. General education prepares pupils for vocational or special secondary or higher educational establishments where they are trained for specific fields. The system is unified, vocational and polytechnical.

Pre-primary establishments (crèches and kindergartens) care for children up to 7 years of age. In the countryside additional seasonal kindergartens are established during the spring to autumn period when agricultural work is at its height. Children with physical or mental handicaps can attend special pre-primary establishments.

The general school is the main link in the education system. It provides education for eight, ten or eleven years from the age of 7 onwards. Depending on local conditions,

Structure of the education system in the USSR


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
Kindergarten
1 Primary schools 2 3
4
5
6
7
8
Pre-compulsory
Compulsory schooling
Post-compulsory
General schooling
Specialized and special schooling
Specialized vocational schools
Teacher training
University
Other higher education
Post-graduate

Compulsory examinations from end of stage 2 onwards.

separate primary schooling lasting three or four years, or eight-, ten- or eleven-year schools are set up. Primary education normally lasts three years.

There are various types of school. As well as secondary general schools there are: schools offering occupational training or an extended study of specific subjects; day-care, boarding and evening schools and correspondence courses for working youth; specialized schools complement normal provision. There are also schools for physically or mentally deficient children and sanatorium-type forest schools for delicate children.

Compulsory school-leaving examinations are held in the eighth grade (the end of compulsory education) and in the tenth grade (end of complete secondary education in Russian language schools) or the eleventh grade (non-Russian language schools).

After eight years of general education pupils receive a certificate which entitles them to continue at a general secondary school or to enter a specialized or vocational establishment. Satisfactory completion of general secondary education enables pupils to enter a higher education institution.

There are twenty-four weekly lessons in each of the first four grades, thirty lessons a week in the next four years and thirty-two in the final three years at school with the possibility of a further two or three lessons a week in non-Russian language schools. The school year begins on 1 September and ends on the 30 May, 10 June or 25 June, depending on the grade.

A network of extra-school institutions help the schools in their educational work. Various clubs, study and sports groups help to promote pupils' interests and contribute to their all-round development.

Curricula. In subjects of nationwide significance the curricula and syllabuses, compiled by educationists and teachers, are approved by the USSR Ministry of Education. Ministries of the union republics draw on standard curricula to draw up a curriculum for all schools in the republic. Syllabuses for the native language, foreign languages, art and music as well as for the primary grades are drafted and approved by union republics.

Parents may choose the language of instruction for their children. Apart from the language of instruction pupils may, if they wish, learn another Soviet language. In the non-Russian language schools they learn Russian. The general school provides a vocational and polytechnical education through the humanities, natural sciences, mathematics, vocational training, art, music and sport. Optional studies, offered first in the seventh grade, are intended to deepen pupils' knowledge in chosen subjects, to improve their polytechnical training and to develop their interests and talents.

Teacher education. Most school-teachers are trained in teacher training institutes throughout the country in courses lasting four or five years. Secondary school-teachers are also trained at universities in five-year courses. Teacher training colleges (specialized secondary education establishments) train teachers for pre-school establishments and the first three grades, and in such subjects as art, music and singing, sports and vocational training and the 'youth pioneer' movement.

Courses of training equip the future teacher with a sound knowledge of his subject and with knowledge of modern research in psychology and teaching.

Practice teaching is supplemented by the voluntary participation of students in summer vacation activities for children and young adults. Many teachers continue their training while still employed. Once about every five years all teachers attend refresher courses at advanced training institutions. There are district, city and area methods centres for teachers.

YUGOSLAVIA

General aims. As stated in the 1974 Constitution, education aims at producing citizens with a socialist, self-managing ideological and scientific orientation. Education and vocational training are offered free at all levels to both children and adults. There are eight years of compulsory elementary education.

Administration. The administration of education is organized according to the principle of socialist self-management in educational institutions, self-managing communities and socio-political communities (commune, province, republic). Self-management begins at the school and includes all aspects of the education system.

In schools specific issues are decided by workers' assemblies or referendums. The school council approves the work programme of the school, the financial plan and the appointment and salaries of teachers, including the director.

A commune assembly establishes schools, participates in educational planning and policy-making, and has responsibility for inspecting education. It also ensures the legality of school operations and that the decisions of the self-managing communities are carried out. Intercommune (regional) councils for the advancement of education supervise schools and have responsibility for further teacher training.

Individual republic assemblies vote laws, resolutions, social plans, programmes for reform, etc. An education inspection service oversees self-management and monitors the legal operations of the schools and other educational institutions.

The federation does not participate directly in the management of education, but exercises general influence through a number of bodies.

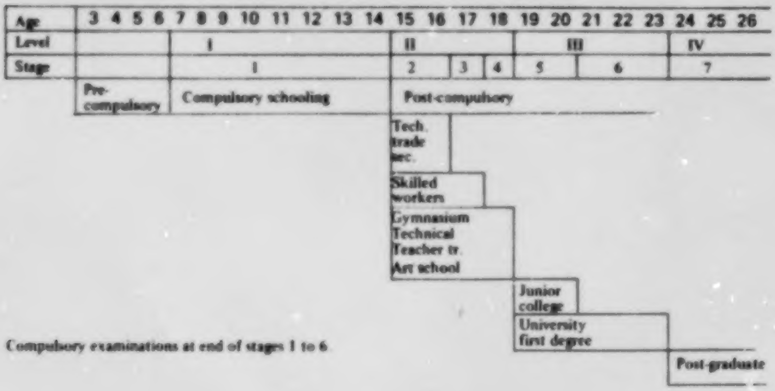
Finance. Finance for education is raised on the principle of the free exchange of labour. The acquisition and distribution of revenue is based on the results of labour. There is no 'budget' for education.

Resources for elementary schools (and partly pre-primary schools) are collected by the self-managing communities from personal incomes. Finance is then distributed to the schools on the basis of agreed criteria relating to the programme and the cost of education. The final distribution is generally made after results have been assessed.

Funds for specialized (secondary, post-secondary) education are collected in a similar fashion except that contributions are also levied from the total revenue of enterprises.

Supplementary resources are provided for schools in economically underdeveloped areas. Through local referendums local communities may decide to increase

Structure of the education system in Yugoslavia


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1
2
3
4
5
6
7
Pre-compulsory
Compulsory schooling
Post-compulsory
Tech. trade sec.
Skilled workers
Gymnasium
Technical
Teacher tr.
Art school
Junior college
University first degree
Post-graduate

Compulsory examinations at end of stages 1 to 6

their contributions in order to accelerate the construction and equipping of schools. Other communities may help to finance pre-primary education and welfare activities.

Structure and organization. There are two semesters in the school year which extends from September to June. Pupils transfer from one grade to the next on the basis of performance and the number of repeaters is being progressively reduced. After compulsory elementary education students transfer to one of several four-year institutions, usually after an entrance examination. They are: *gymnasium* (grammar school), technical school and art school. A school for skilled workers has a three-year course. Some two-year secondary institutions also exist. Post-secondary education is available for students who have passed their final examinations in a three- or four-year secondary school.

Courses in advanced educational institutions last four or five years. Two years of further study are required for a master's degree after which a candidate may present a doctoral dissertation.

Two-year junior-college-level courses lead to a 'first-level' professional qualification whereby the student may be called 'engineer', 'physician', etc., but does not have graduate status which is only accorded after the full four or five years' study.

Curricula. Trained personnel in the republic councils for the advancement of education prepare the curricula for the pre-primary and elementary schools and for general education subjects in secondary schools.

Apart from the university programmes and vocational subjects in the secondary school, a professional management body, the Educational Council, is concerned with curriculum matters. Councils for the advancement of education promote and evaluate curriculum innovations.

Elementary schools have eighteen hours a week which increases to between twenty-five and twenty-seven hours in most republics for the last two or three years. The following subjects are compulsory in all or some grades: native language; non-native language (in nationally mixed areas); a foreign language; nature studies and civics; geography and history; physics; chemistry; biology; mathematics; art appreciation; music appreciation; workshop activities; physical training; and home economics. Elective subjects available depend on the local environment. Provision is also made for free activities, productive and socially useful work, cultural activities, etc.

Teacher education. All teachers receive their training in higher education establishments. Pre-primary teachers and some elementary grade and subject teachers receive their training in educational academies. Some elementary school-teachers are trained in appropriate university faculties (languages, philosophy, natural sciences-mathematics, etc.).

At the secondary level, teachers of general education subjects are university graduates (from the faculties of philosophy, languages, natural sciences-mathematics and educational technology); teachers of technical subjects complete their studies in faculties of technology, economics, medicine, etc., and take additional courses in education.

Some training and educational activities in pre-primary, elementary and secondary schools are conducted by school educators, psychologists and social workers employed as associates. Experienced teachers or instructors offer practical courses and production work in trade schools.

All upper-grade elementary and secondary school-teachers must complete two years on-the-job training at the start of their careers and pass professional examinations.

Teachers are obliged to keep up to date in their speciality, and in pedagogy and psychology. Continuous in-service training is organized in schools, faculties, colleges, universities and other centres. In some republics and provinces, teachers are obliged to follow a further training programme once every five years.

Most teachers in universities and colleges have doctorates or at least a master's degree. Some elementary and secondary teachers also have master's and doctoral degrees.

II. Western Europe and North America

AUSTRIA

General aims. The School Organization Act of 1962 outlines some of the aims for education. They are to foster the development of the talents and capacities of youth in accordance with ethical, religious and social values and with an appreciation of truth and goodness. Education shall correspond to the respective stages of development of pupils. Courses of study aim to provide young people with the knowledge and skills required for their future lives and occupations. Initiative is also to be encouraged through education, which is compulsory for nine years.

Administration. Administration of the entire education system is the responsibility of the federal Ministry of Education and Arts; however, provincial school boards have responsibility for the provinces, and the district school boards have local responsibility. The traditional form of school administration is through committees. The federal government issues national Acts; the provinces issue enforcement acts and are responsible for their implementation. This enables the provinces to influence federal educational policy.

School inspection is carried out on behalf of the federal authorities by the Ministry of Education and Arts. The appointment of provincial school inspectors is the responsibility of the federal President. District inspectors are appointed by the provincial school board from among teachers who are qualified for this office.

New school construction is a joint responsibility of the Ministry of Construction and Technology and the Ministry of Education. There are no uniform federal provisions with regard to school construction. The Austrian Bureau of Standards make recommendations concerning the dimensions and equipment of classrooms.

Finance. Public education is financed in accordance with the Constitutional Act of 1948. Federal public schools are financed from the federal budget; provincial and municipal schools are financed by the provincial and municipal authorities respectively.

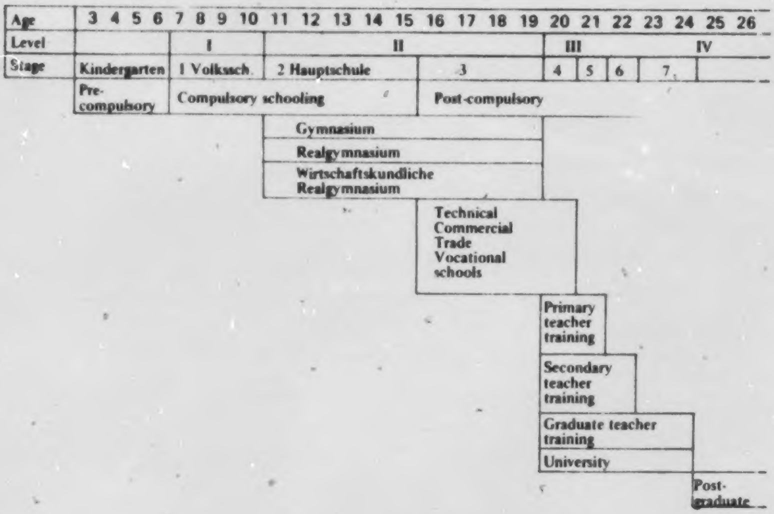
Provincial teachers are paid by the federal government. In accordance with the provisions of the Finance Equalization Act, part of the current personnel expenditure for compulsory schooling is refunded by the provinces to the federal government.

The majority of private schools are denominational and belong to the Roman Catholic Church. Denominational schools receive a subsidy from the federal government amounting to 60% of their staff expenditure. A small part of the subsidy takes the form of money transfer; the greater part is given in the form of teachers employed and paid by the State but working in private schools.

Structure and organization. Since 1962 *Kindergärten* have been the responsibility of the local authorities. They are not compulsory and their function is to support and supplement a child's home education from the age of 3 up to primary school entry, usually at age 6. The primary school provides a basic general education, preparation for life and possible transfer to higher education. In the first four grades *(Volksschule)* a common elementary education is given to all pupils; in the fifth to eighth grades a more extensive education is offered depending on local conditions. Special schools provide education for the handicapped which corresponds to that of primary and upper primary school. In the ninth year of general compulsory schooling, a polytechnical year provides a new course for pupils who do not intend to continue their studies in secondary school. It aims to consolidate and deepen their basic general education.

The three main types of secondary school are the *Gymnasium*, the *Realgymnasium* and the *Wirtschaftskundliche Realgymnasium*. The leaving certificate

Structure of the education system in Austria


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
Kindergarten
1 Volkssch.
2 Hauptschule
3
4
5
6
7
Pre-compulsory
Compulsory schooling
Post-compulsory
Gymnasium
Realgymnasium
Wirtschaftskundliche Realgymnasium
Technical Commercial Trade Vocational schools
Primary teacher training
Secondary teacher training
Graduate teacher training
University
Post-graduate

awarded by these schools is the university entrance qualification—*Matura Reifezeugnis*. Trade and commercial schools supplement the education of persons serving an apprenticeship by means of part-time professional training appropriate to their respective vocations. The secondary technical and vocational schools provide a higher general and technical education enabling students to practise their chosen occupation at a more advanced level.

Leaving examinations in secondary schools are controlled by a board comprising a provincial inspector, the headmaster and teachers of all compulsory subjects. The federal ministries regulate leaving examinations for other types of school.

The duration of the academic year in compulsory schools is fixed by the provinces. As a rule it is divided into three terms between August and July.

Curricula. The federal ministry prescribes curricula for each category of school and provides an outline of the general educational aims, teaching objectives and methods of instruction, the distribution of subject matter for individual classes, and the timetable. Teachers have freedom of teaching method but the headmaster is entitled to insist on alterations which he sees fit. Teachers are obliged to obey the official orders of superiors and to respect the interests of the school.

There are no permanent bodies for preparing or reforming curricula, but specialist bodies are set up ad hoc. The following subjects are common to all general schools: religious instruction, German, history, sociology, geography and economics, mathematics, biology, physics, chemistry, introduction to philosophy, music, arts, handicrafts and practical work in workshops, and physical education.

The *Gymnasium* provides, in addition to the above subjects, the compulsory study of one modern language from the first year and Latin from the third year onwards. In the fifth year there is a division into three sections: *Humanistisches Gymnasium*, continuing Latin and a modern language, plus Greek; *Neuprachliches Gymnasium*, continuing Latin and a modern language, plus a second modern language; *Realistisches Gymnasium* with the compulsory study of mathematics, Latin and a modern language.

The *Realgymnasium* provides for one modern language at the upper level. In the fifth year there is a division into two sections: *Naturwissenschaftliches Gymnasium* with Latin and a choice of either mathematics or an additional science course which includes biology, chemistry and experimental physics; and *Mathematisches Realgymnasium* which offers a second modern language as well as mathematics, but no Latin.

The Department of Educational Research of the federal Ministry of Education and Arts is responsible for all matters relating to the publication, examination and inspection of textbooks, manuals and other educational aids to be used in schools, as well as books for young people. Approval and admission of textbooks and other educational aids for use in schools is reserved by the federal ministry.

The provision of school supplies and equipment, including teaching and study aids, is the responsibility of the school governing authority. Textbooks are free in most cases but study aids have to be supplied by the parents.

Teacher education. Kindergarten personnel are trained in *Bildungsanstalten für Kindergärtnerinnen.* Practical training is carried out in premises attached to the institution. Domestic science teachers for compulsory general schools are trained in *Bildungsanstalten für Arbeitslehrerinnen.* Admission requirements are completion of the first eight years of compulsory schooling and a pass in an aptitude test. The four-year course leads to a diploma.

Primary school-teachers are trained in *Pädagogische Akademien.* These schools offer a two-year course. Practical training is provided in schools attached to each *Akademie.* Admission requirements are the secondary school maturity examination and an aptitude test. Instruction is given partly by qualified secondary school-teachers and partly by experienced primary school-teachers.

Vocational teachers' colleges provide specialist and educational training in domestic, crafts and industrial subjects at secondary school level. Each institution has specialist equipment necessary for practical activities and a secondary vocational school may be attached to the institution. Admission requirements are a pass in either the secondary school maturity examination or a proficiency examination. The training lasts two years. Teacher training institutes provide further training for teachers in compulsory schools to obtain, for example, the *Hauptschullehrerprüfung* (main teaching certificate) or the *Sonderschullehrerprüfung* (special teacher's certificate).

Prospective teachers in general or commercial secondary schools begin by taking a four- or five-year university course in their special field. Following this they take an examination in aptitude for teaching their subject and then teach for a period of one year in a secondary school. After some years of service (between five and ten) they receive the title of 'professor'. The appointment of teachers is a federal responsibility.

Vacancies in the teaching service are advertised by the federal ministry. Teachers receive permanent contracts and, except in Tyrol and Upper Austria, are covered by a federal health scheme. All permanent teachers must have Austrian nationality. The salaries of teachers (as public officials) are regulated by law. Service bonus allowances are provided for teachers in foreign languages in upper primary schools and polytechnical courses.

The weekly teaching load is legally fixed and ranges from eighteen to twenty-eight periods. The teaching load of the school principal varies between two and twelve periods.

BELGIUM

General aims. In accordance with the Constitution, the State provides free primary and secondary education without discrimination in order that pupils may realize their capabilities. The language of instruction varies according to the region.

Administration. Education is organized at national, regional and local levels. Each major linguistic and cultural region has its own Ministry of Education, which is responsible for national education and regional culture. A General Secretary in each ministry co-ordinates the various administrative departments. Policy is formulated nationally but a degree of flexibility is allowed in its regional implementation. Inspection of education is organized nationally and regionally.

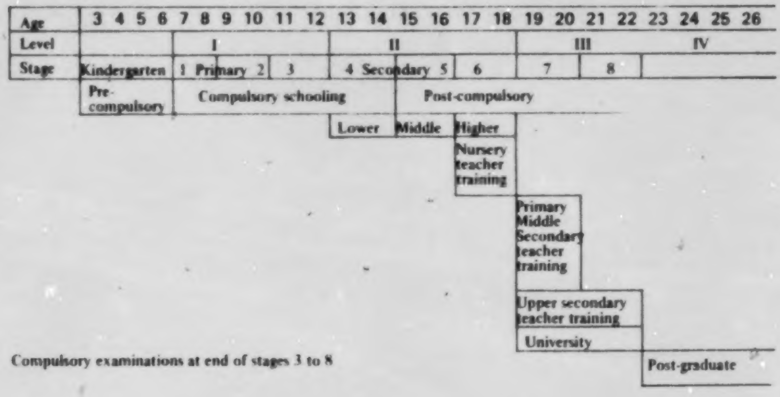
Finance. The State finances all public education and provides support to private educational establishments. There are separate national and regional educational budgets. The French- and Flemish-speaking regions share a common budget. Cultural counsellors are responsible in each region for financial matters.

Structure and organization. Pre-primary education is provided in kindergartens and nursery schools for children of 3 to 6 years of age. Although this is optional, approximately 94% of children attend these establishments. Primary education lasts six years and is divided into three two-year stages; at the end of this level pupils are awarded a certificate of primary education. Secondary education comprises three stages of two years each, the first of which is compulsory. They are the observation, guidance and consolidation stages respectively. Secondary schooling is a preparation for technical, vocational and higher education; pupils may choose their optional subjects. The school year is from September to June.

Higher education is provided in universities and higher institutions, which provide both long and short courses. The university year is from October to June.

Curricula. The preparation and development of curricula is undertaken nationally by teams of inspectors, teachers, researchers, and representatives of parents and sometimes students. Teaching is to be modern, related to life's realities and directed

Structure of the education system in Belgium


Age
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Level
I
II
III
IV
Stage
Kindergarten
1 Primary 2
3
4 Secondary 5
6
7
8
Pre-compulsory
Compulsory schooling
Post-compulsory
Lower
Middle
Higher
Nursery teacher training
Primary Middle Secondary teacher training
Upper secondary teacher training
University
Post-graduate

Compulsory examinations at end of stages 3 to 8

towards stimulating pupils to learn for themselves. Private educational establishments may develop their own curricula, but these must receive approval.

Teacher education. All teachers are trained in universities or higher education institutions. Nursery and kindergarten teachers train for two years after obtaining the middle secondary education certificate. The training includes general, artistic and professional elements and a diploma is awarded to successful students. Primary school-teachers must complete higher secondary schooling and possess the *candidat* certificate prior to training, which lasts two years. Middle secondary school-teachers also train for two years. After successfully completing their course they obtain a certificate enabling them to teach in the lower stages of secondary schools. Universities provide four-year courses for students who will ultimately teach in the upper stages of secondary schools. Students specialize and obtain a higher teaching certificate after successful completion of the course.

CANADA

General aims. Education in Canada has a threefold goal: to provide everyone with the opportunity to learn; to make available to all the type of education best suited to their capacities and interests; and to prepare the individual for life in society.

Administration. Under the Constitution of Canada, sovereign powers over education are assigned to the provincial legislatures. There are ten provincial education systems; the Yukon and Northwest Territories being administered by the federal government.

Each provincial government legislates for all levels of its education system, assigning execution of policy to a ministry or department; four of the provinces have separate departments for post-secondary education. Through School Acts, the provinces delegate the responsibility for operating elementary and secondary schools to local school boards under 'lay' trustee control. The Minister of Education in each province (designated by the provincial Premier) is directly responsible for the operation of the education system during his term of office. His duties derive from School Acts and regulations made in accordance with these acts.

The local school board is generally responsible for: hiring, promotion and dismissal of teachers; curriculum development and supervision of instruction; school buildings and maintenance; raising money by local property assessment; the distribution of provincial grant funds; and, in addition, assigning certain duties to administrators and professional educators.

It functions as a corporation operating under provincial legislation which determines the number of trustees—whether elected or appointed. In most provinces, trustees are elected by property owners in the school board district. Many boards employ superintendents of education as chief education officers.

The administration of the provincial Departments of Education is the responsibility of a Deputy Minister who is a civil servant and also, usually, a professional educator. The structures of the departments vary: some provinces having one department for all levels of education, others having two departments (one for elementary and secondary, the other for post-secondary), and other provinces combining for post-secondary education. Most provincial departments operate regional offices which serve to decentralize certain services.

Finance. Revenues for elementary and secondary education are derived from local taxation on property, and provincial government grants from general revenue. An equalization grant procedure in all provinces ensures that expenditure in a school board's jurisdiction does not depend entirely upon its local wealth.

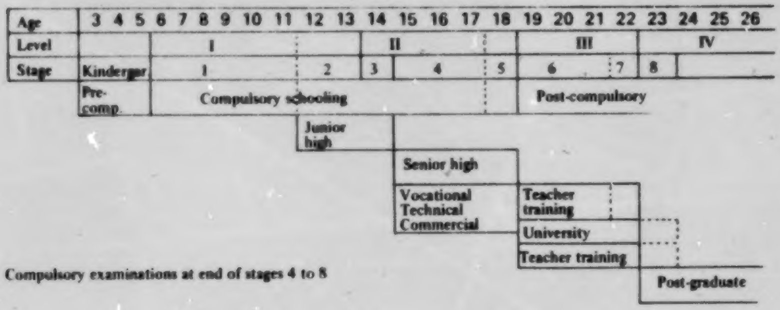
The proportion of school revenues derived from provincial grants varies from 100% in New Brunswick and over 75% in most other provinces to 55% in Ontario.

The Metro Toronto School Board and School Council for the Island of Montreal raise and allocate finances after studying the budgets for the five municipal boards and eight district boards of education respectively.

Structure and organization. Public pre-school education is provided in nearly all provinces, ranging from provision for 5 year olds in most provinces to Manitoba which can admit 3 year olds to junior kindergarten. Play schools, kindergartens and nurseries are licensed by departments of public welfare, education or social services in the provinces.

Compulsory school attendance begins at 6 years of age. There are six or eight years (grade 1 to grades 6 or 8) in the elementary stage. The secondary stage starts from 12 or 14 years of age and continues to 17 or 18 years of age (grades 7 or 9 to 12 or 13). The post-secondary stage continues after grade 12 or grade 13 and comprises universities and colleges. Education from grades 7 to 13 is comprehensive.

Structure of the education system in Canada


Age
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Level
I
II
III
IV
Stage
Kindergar
1
2
3
4
5
6
7
8
Pre-comp.
Compulsory schooling
Post-compulsory
Junior high
Senior high
Vocational
Technical
Commercial
Teacher training
University
Teacher training
Post-graduate

Compulsory examinations at end of stages 4 to 8

Curricula. The provincial Minister of Education is responsible for the content of the school curriculum and the sequence in which it is taught. He authorizes subjects which are to be compulsory. The provincial bureaucracy often issues curricula guidelines where the local school board supervisory officers (in conjunction with principals) design particular courses of study to fit in with the approach outlined in the guidelines.

In most provinces, teachers take an active part in designing the courses they teach (as well as senior students). The minister must, however, approve new courses. The provincial authorities authorize or recommend texts for school use, although a number of provinces have delegated this to school boards. Teachers are given some freedom to choose books.

Colleges provide university entrance programmes, general education courses and vocational studies. The university curriculum covers the usual academic areas and provides professional training in medicine, law, etc.

Teacher education. In most provinces, training for both elementary and secondary school-teachers is conducted by faculties of education within universities. Two provinces operate teachers' colleges for training elementary school-teachers. There are three- or four-year courses; or one-year (or more) courses taken after a university degree. The programme content is divided into academic courses, professional courses and school experience. Bachelor of Education degrees are awarded. In most provinces teaching certificates provide interim authority to teach, until official recommendation is made after two years of successful teaching.

To enter elementary teacher training it is necessary to have a minimum of high school graduation, whilst most secondary school-teachers will already have graduated from university.

Updating of professional expertise and additional qualifications can be gained through summer courses run by provincial departments of education, local school boards, correspondence schools, faculties of education and other organizations.

CYPRUS

General aims. Respect for ethnic origins is guaranteed and freedom of choice concerning the language of instruction and religion exists. Education is both free and compulsory at the primary level. It is free for pupils up to 15 years of age.

Administration. For both Greek and Turkish communities the education system is broadly similar. The Director-General of the Ministry of Education is the chief administrative officer who assists the Minister of Education in co-ordinating educational/cultural relations, technical and scientific research services. A Director of Education is in charge of educational services which comprise three departments: primary; secondary and higher education; and technical and vocational education. Each department has its inspectors who are responsible for reporting on standards and providing advice.

Responsibility for vocational education is partly shared by the Ministries of Labour and Social Insurance, Agriculture and Natural Resources, Justice and Health.

School committees exist in every town and assist with the building, maintenance and equipment of schools as well as some administration.

Finance. Public education is financed by government grants, local funds and foreign aid. The Ministry of Education allocates funds annually from the budget. A local education tax is levied and for primary schools this is either a property or a personal tax; for secondary schools taxation is proportional to parents' means. School committees also receive government grants on a per capita basis. The fiscal year begins in January.

Private schools are self-financing, apart from government aid towards the recurrent costs of foreign schools. The government provides grants for students; scholarships to study abroad are also provided by foreign governments.

Structure and organization. Pre-primary education exists and is largely privately run. Primary education is usually co-educational, unified and lasts six years. In some cases this is extended to eight years for pupils unable to attend secondary school and who wish to gain access to vocational school without taking an entrance examination.

Secondary education is available in a *gymnasium* or a *lykeion*. The former is the lower stage of secondary school where general education is offered combining academic and practical activities, observation and guidance. The latter is the senior stage of secondary education where schools are divided into classical studies, science and mathematics, commercial studies and foreign languages departments. Both stages last two years. In general, transfer from departments is possible at the end of the first year only. In all secondary schools vocational guidance and technical and agricultural courses are offered. Vocational schools provide craft and apprenticeship training.

Secondary education is also provided for six years in Greek-English schools which are privately run and prepare pupils for the General Certificate of Education examinations.

The school year is from September to June. There are six school days per week and lessons last forty minutes in primary and forty-five minutes in secondary schools.

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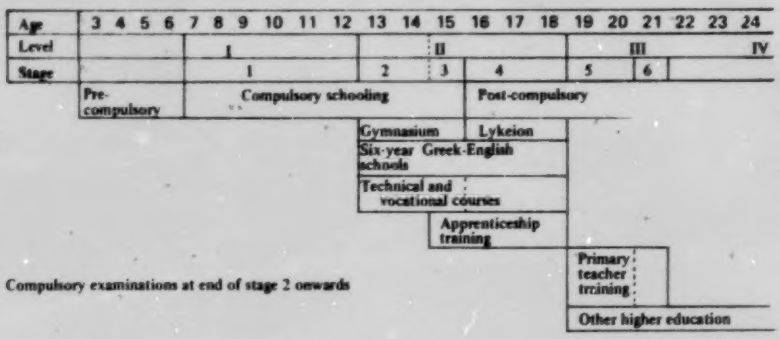
Structure of the education system in Cyprus


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Level
I
II
III
IV
Stage
1
2
3
4
5
6
Pre-compulsory
Compulsory schooling
Post-compulsory
Gymnasium
Lykeion
Six-year Greek-English schools
Technical and vocational courses
Apprenticeship training
Primary teacher training
Other higher education

Compulsory examinations at end of stage 2 onwards

Curricula. In primary schools the timetable covers Greek, English, religion, mathematics, science, hygiene, history, geography, physical education, crafts and agriculture. At the lower secondary stage both ancient and modern Greek and a greater variety of crafts are studied in addition to the basic primary subjects.

Higher technical and vocational training is available in civic, mechanical and electrical engineering, technical studies, forestry and the catering trade.

Teacher education. Primary school-teachers receive three years of training after completion of upper secondary school and after passing an entrance examination. A two-year course for adult students also exists. Students receive monthly allowances and pay no fees. Secondary and technical school-teachers attend universities and some subsequently follow professional courses organized by the Ministry of Education.

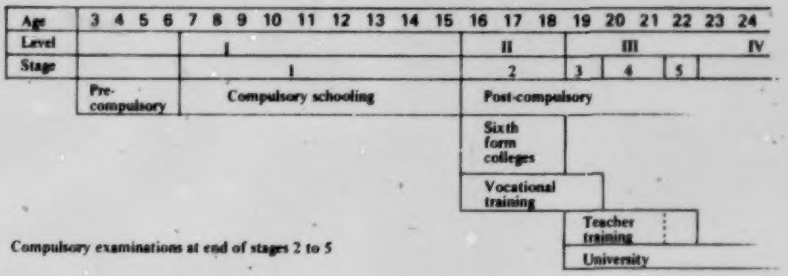
Teachers are employed by the Educational Service Commission—an independent five-member committee appointed by the President.

DENMARK

General aims. Nine years of compulsory comprehensive primary school exist, based on the philosophy of ensuring the same educational opportunity for all young people. Additionally there is compulsory contemporary orientation and optional work experience serving to enlarge pupils' knowledge of social conditions, the education system, and the constraints of economic and working life.

Administration. The Ministry of Education is the central authority responsible for the general education system at all levels including technical, commercial, agricultural, post-secondary, higher and teacher education. It has three major sections: legislation and administration; pay and staffing; and planning, budgeting and statistics which advises on curricula, teaching methods, examinations, teacher selection and promotion.

Structure of the education system in Denmark



Compulsory examinations at end of stages 2 to 5

There are also directorates for all levels of education, a building directorate, research secretariat and advisory councils.

At regional levels there are fourteen popularly elected councils responsible for the educational sectors within their jurisdiction. Locally-elected councils govern the public free school system in co-operation with school boards set up at each local school.

Permanently appointed school staff are members of a teacher council at their school and may comment upon: education plans, regulations, tests, staff duties, educational facilities and material, building activities and the use of school premises. There are also student-council and co-operation committees in secondary schools.

Finance. The State subsidizes the building and running costs of public schools and some private schools. The remaining costs are met by the municipal authorities and the private schools themselves. The fiscal year starts on 1 April. Education is free in public schools.

Structure and organization. Pre-primary education is voluntary for one year from the age of 6; it is organized by the municipal authorities. Basic schooling starts at the age of 7 and takes place in comprehensive schools. The tenth to twelfth years of schooling are voluntary and can be spent in a sixth-form college, where an academic education as a preparation for university or similar institution is offered. Alternatively there are training courses of a vocational nature.

The school year starts in August. There are traditionally ten weeks annual holiday. Schooling is for five days per week. For the first four years 720 lessons per year are provided; for the next eight years there are 1,200 lessons each year. All lessons last fifty minutes.

Curricula. Subjects studied during compulsory schooling include: Danish, mathematics, sport, Christian religious knowledge, musical subjects, biology, geography, English, physics, chemistry and current affairs. Handicrafts, carpentry, domestic science, German, Latin, typing and child care are optional.

In sixth-form colleges the courses offered are: religious knowledge, Danish, Norwegian, Swedish, English, German, French, Latin, Greek, classical civilization, history, geography, biology with physiology, physics and chemistry, mathematics, physical education, music and vocational guidance. The Higher Qualifying Examination taken at the end of the course has compulsory subjects: Danish, Christian religious knowledge, history, biology, geography, mathematics, English or German, social studies, singing, creative art and physical education, and also some optional subjects.

Teacher education. Primary school-teachers are trained for three or four years in teacher training colleges which may be publicly or privately owned. Entrants must hold the Higher Qualifying Examination or University Matriculation and undertake a course of practical training with educational psychology, educational theory, educational methods and practices, basic subjects and folklore, two specialisms, creative activities, contemporary orientation and civics.

Teachers for the sixth-form colleges are university graduates who complete a short post-graduate training. Teachers for the apprenticeship schools and vocational basic training sector have a trade training and a short course of teacher training.

FINLAND

General aims. Every citizen is guaranteed a general education lasting eleven years. The aim is to provide a common basic curriculum for all before equipping each citizen for his or her employment through vocational training. Specialized studies to meet individual needs begin when students reach the age of 19.

Administration. The Ministry of Education is the supreme authority. It has two central offices—the National Board of Education and the National Board of Vocational Education. The principles of policy are laid down by the ministry. Committees appointed by the Council of State investigate current problems and trends; their research findings serve as a basis for decision making.

The National Board of Education *(Koulahallitus)* administers general education, adult education and the public library services. The country is divided into eleven provinces, each with departments of school administration responsible for supervising education and cultural activities. Each municipality has a school board and a director or secretary for educational affairs.

Comprehensive schools are municipal institutions and each municipality has to ensure that all children attend school, as well as providing school premises, equipping and staffing schools, and providing free textbooks and other ancillary services.

Some secondary schools are State owned; others are privately owned or belong to the municipalities. Private secondary schools are supervised in the same way as municipal and State-owned schools.

Nearly all vocational schools are controlled by the National Board of Vocational Education *(Ammattikasvatushallitus)*. Forestry and social work schools are controlled by appropriate boards. General and central vocational schools are run by municipalities. There are on-the-job apprenticeship training schemes and short retraining courses for the unskilled and unemployed.

Finance. Municipalities receive subsidies from the State to run their comprehensive schools. State-owned secondary schools are directly financed. Private and municipal secondary schools are entitled to State subsidies meeting up to 80% of running costs.

Tuition fees are payable in all secondary schools except for municipal junior secondary schools. The fees charged vary and some children are exempt from fees or have them reduced.

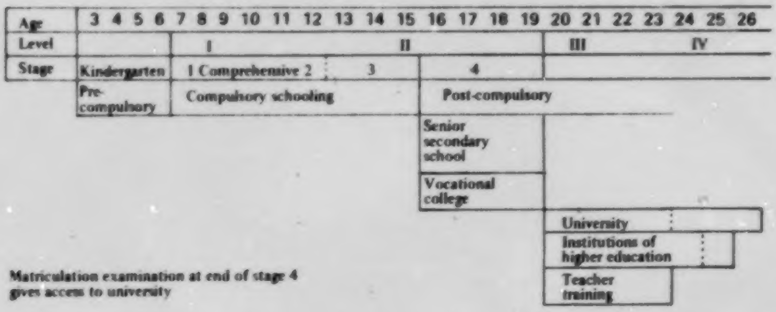
Structure and organization. Kindergartens which are maintained by municipalities or welfare associations do not form part of the general school system. They enrol children between the ages of 3 and 6.

A new comprehensive school consisting of a six-grade lower section and a three-grade upper section is compulsory for children between the ages of 7 and 16. Plans include the extension of compulsory education to ten years by incorporating the final year of the kindergarten.

Pupils completing the comprehensive school may enrol in vocational colleges and institutions or continue in senior secondary schools *(lukio)*. About 35% of the age group follow courses in these senior secondary schools. Admission to higher education is based on success in the matriculation examination *(ylioppilastutkinto)* which consists of four compulsory and two optional written tests. Pupils from vocational colleges have the right to take the matriculation examination.

Technical and commercial schools admit pupils from the comprehensive school and provide three-year courses. Schools of agriculture, forestry and home economics prepare pupils from rural areas for jobs in primary production.

Structure of the education system in Finland


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
Kindergarten
1 Comprehensive 2
3
4
Pre-compulsory
Compulsory schooling
Post-compulsory
Senior secondary school
Vocational college
University
Institutions of higher education
Teacher training

Matriculation examination at end of stage 4 gives access to university

Adult education is provided in folk high schools and colleges, workers' institutes and through public library services, correspondence courses, study circles, and radio and TV programmes.

Students leaving senior secondary schools may enter universities (programmes lasting three to six years), other institutions of higher education (programmes of two to five years) or technical colleges with four-year programmes. Two-year programmes are offered in nursing colleges, vocational schools and teacher training institutes.

Curricula. Kindergartens generally occupy children in play, drawing, simple handicrafts and music for four hours a day.

Primary schools subjects are prescribed in legislation. Municipal authorities may submit programmes for approval but most schools follow the pattern worked out by the National Board of Education. In the lower section of the comprehensive school most of the instruction is given by class teachers; in the upper section all teaching is done by subject teachers.

The following subjects are compulsory in the comprehensive school: religion, mother-tongue, two foreign languages, history, social studies and civics, geography, biology, mathematics, chemistry, environmental studies, physical education, health education, home economics, art, music, technical skills and textile work. Elective subjects are offered in the upper section of the school. The study of foreign languages begins in the third grade.

The curriculum for State secondary schools is laid down by statute and followed by private schools. There are three streams: mathematics, language and modern subjects. More flexible arrangements have been introduced to ensure that senior secondary school curricula follow on naturally from the curriculum of the comprehensive school.

In higher education the content of degree courses is planned in accordance with stated goals. They include a general education component, subject studies and specialist courses.

Teacher education. Comprehensive school-teachers are educated in teacher education units which are faculties or departments of the universities. For class teachers of children aged 7 to 12 the course lasts three years and includes subjects and general pedagogical studies. Subject teachers in the comprehensive school (age group 13-15 years) are required to have a first degree from a university in the subject they will teach and must follow pedagogical courses concurrently or after completing their degree. Practice schools associated with the teacher education units are used for teaching practice and research.

Senior secondary school-teachers (age group 16-19) are required to follow a further year of pedagogical study in the practice schools.

Special colleges train domestic science teachers. The courses last four and a half years. Vocational school-teachers must have practical mastery of their trade and must generally have had one year of teacher training.

FRANCE

General aims. The aim of the public system of education is to provide an essential education free of charge to all citizens. Equal access to education, professional training and culture is guaranteed to children and adults.

Continuous observation of pupils is designed to ensure that they acquire methods of thought, action and the cultural knowledge necessary for them to adapt to modern society and changes in it. Thus they are to be prepared for lifelong education. Education is compulsory from 6 to 16 and is provided in public and private schools.

Administration. Educational policy is formulated at the national level. The Ministry of Education issues decrees informing area authorities of their statutory duties. Public decrees are sent to representatives of teachers' unions and parents' associations. Projects are submitted for examination by the Council for General and Technical Education and the Higher Council for National Education. Inspectors-General inspect secondary schools.

France is divided into twenty-five education regions *(académies)* and each of these is governed by a regional director of education *(recteur)*, who is responsible for the teaching services in the region and acts as chancellor of the university. Inspectors assist the *recteur* in the fields of youth and sport, the medical and social services, and educational and vocational guidance.

In each of the departments male and female inspectors advise on the appointment and promotion of primary school-teachers and sit on guidance councils *(conseils d'orientation)*. Such inspectors are answerable to the *inspecteur d'académie* who, on behalf of the *recteur*, is responsible for the educational services in the region.

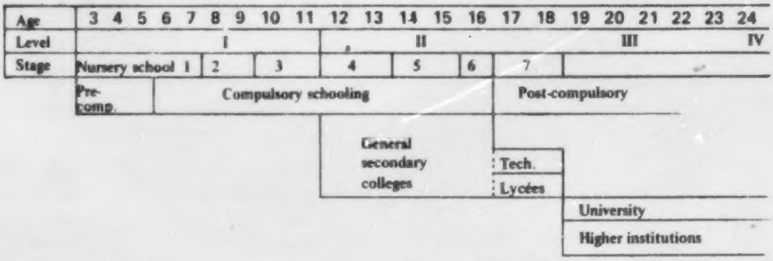
The universities are autonomous, but the National Council for Higher Education and Research makes proposals about higher education and a conference of university presidents deals with university, scientific and cultural matters. Other specialized institutions are the responsibility of other government departments.

Structure and organization. Nursery or pre-primary education is provided on a voluntary basis for children from 2 to 6 years of age in special institutions and in the lower classes of primary schools. Pre-school education compensates for inequalities, contributes to personality development and enables the school authorities to identify handicaps.

Primary or elementary education from 6 to 11 is provided in boys', girls', and co-educational schools. This level is organized in three stages—preparatory, elementary and middle. Pupils move through the three stages automatically. At the age of about 11 they transfer to the second level of education.

There are two stages of secondary education. The first stage lasts four years—two years in the observation cycle and two years in the guidance cycle. Upper secondary education for pupils of 15 to 18 years of age is provided in short courses, which do not lead to higher education, and in long courses at *lycées*. Short courses lead to diplomas which qualify pupils to enter work. Long courses lead to one of several types of *baccalauréat* which qualify pupils to enter higher education. From the beginning of

Structure of the education system in France



secondary schooling a record is kept of pupils' progress. Examinations have an important influence on the work of pupils in secondary schools.

The school year starts in September and ends in June.

Curricula. The Ministry of National Education lays down curricula and issues instructions to teachers. Teachers are free, however, to choose their own textbooks. Commissions review procedures and methods of teaching in nursery schools, primary schools and in each of the secondary school subjects.

In primary schools all pupils study the same subjects, which include: reading, writing, arithmetic, French language, moral and civic instruction, history and geography, object lessons, applied science, drawing, singing, crafts and physical education.

During the observation and guidance cycles the main subjects are French, modern languages, mathematics, science, history, geography, civics and so on. At the upper secondary school *(lycée)* a different curriculum is offered in each section: literature and languages; economics and social sciences; natural sciences and mathematics; and technical and industrial subjects. A certain amount of time is set aside in the upper secondary level for optional studies.

Teacher education. Elementary school-teachers are trained in *écoles normales primaires*. Candidates admitted usually possess a *baccalauréat*. Professional training provided in these teacher training institutions lasts two years and includes theoretical work, observation in primary and nursery schools in the first year, and teaching practice in the second year.

Teachers for general secondary or technical schools are trained in regional teaching centres or universities. Entry requirements are a subject certificate and possession of the theoretical part of a general secondary teacher's certificate (CAPES) or technical teacher's certificate (CAPET).

To obtain a post in a *lycée*, candidates prepare for the *agrégation*. Some selected students, with two years' post-*baccalauréat* work in one of several special *lycées*, study in one of four *écoles normales supérieures*. These institutions prepare the most highly qualified teachers of literary and scientific subjects. Two similar institutions train physical education teachers, and another trains technical teachers.

FEDERAL REPUBLIC OF GERMANY

General aims. The educational aims of each *Land* are stated in its Constitution and laws. These and the Basic Law guarantee everyone the right to an education according to his or her talents. It is the duty of parents to ensure that their children attend school and benefit from the spiritual, mental and physical activities offered.

Administration. The eleven *Länder* (states) are responsible for their school systems. The Minister of Education and Cultural Affairs in each state plans, organizes and manages its schools. The supervision of schools, teachers and the intermediate authorities rests with the minister. There is little real collaboration between the state and the federal government, but the *Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung* (Federal-State Commission for Educational Planning and the Advancement of Research) is responsible for nationwide educational planning. In 1973 it worked out a *Bildungsgesamtplan* (General Plan for Education) which established a framework for co-ordinating the development of the entire education systems of the *Länder* up to 1985.

Usually district, city and municipal authorities (boards of education and school committees) help to supervise schools, head-teachers and teachers. In some states and in the city-states district governments do not exist.

Institutions of higher learning are usually state institutions, with the right of autonomous self-administration.

Finance. Schools and institutions of higher learning are financed almost entirely from national and local taxes. The education budget is divided into staff, equipment and general expenditures. State education is free.

Private schools are financed by the organizations to which they belong. However, in all the *Länder* approved private schools receive subsidies.

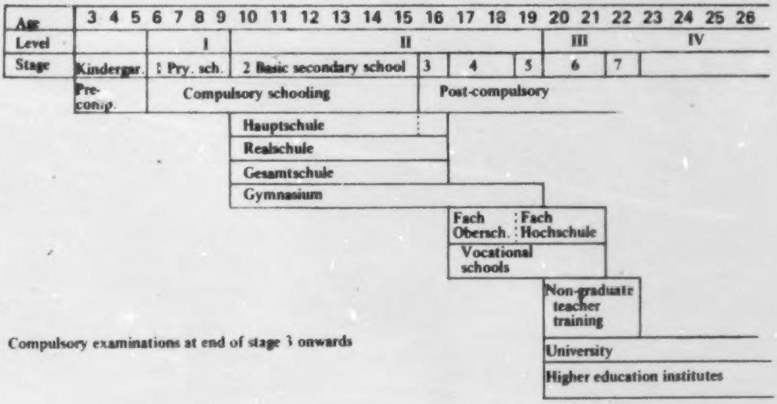
Structure and organization. Most *Kindergärten* for children between the ages of 4 and 6 are maintained by private sponsors.

Compulsory education begins at 6+ years of age and is compulsory on a full-time basis for nine years followed by three years of part-time attendance.

A common elementary school *(Grundschule)* offers a four-year course (grades 1 to 4) and provides a foundation for general secondary education. The *Hauptschule* comprises grades 5 to 9, the *Realschule* grades 5 to 10 and the *Gymnasium* grades 5 to 13. In all *Länder* there are some *Gesamtschulen* (comprehensive schools) made up of grades 5 to 10. The *Kultusministerkonferenz* (Conference of Ministers of Education) has agreed to introduce an *Orientierungsstufe* (orientation level) in grades 5 and 6 in which curricula are common and choice of secondary school is deferred until 12 years of age. Pupils are grouped by age, but ability grouping is usual in such subjects as mathematics, natural science, and languages from grades 5 to 7 onwards. Promotion through the grades is based on achievement.

After completing nine grades some pupils enter upper secondary schools *(Gymnasium)*, others technical schools (one, two or three years), and the rest must attend part-time vocational schools *(Berufschulen)* for three years.

Structure of the education system in the Federal Republic of Germany


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
Kindergar.
1 Pry. sch.
2 Basic secondary school
3
4
5
6
7
Pre-comp.
Compulsory schooling
Post-compulsory
Hauptschule
Realschule
Gesamtschule
Gymnasium
Fach Obersch.
Fach Hochschule
Vocational schools
Non-graduate teacher training
University
Higher education institutes

Compulsory examinations at end of stage 3 onwards

On completing grades 12 or 13 pupils may enter higher education if they have passed the university entrance examination *(Abitur)*. There is a second path into higher education. Intermediate and advanced technical schools provide technical qualifications.

The school year varies from state to state in order to ease holiday traffic congestion. This was agreed at a *Kultusministerkonferenz*. However, most schools start their summer vacation, lasting six weeks, in June or July. School attendance is usually on the basis of a six-day week with no afternoon school.

Curricula. Each Ministry of Education and Cultural Affairs, advised by its expert committees, draws up its own curricula and syllabuses. Teachers and other experts participate in curriculum development on the basis of guidelines worked out by the *Kultusministerkonferenz*. A list of textbooks is drawn up in each state from which schools and teachers may choose those they wish to use.

The content of upper secondary education has traditionally included emphasis on either the classical languages, modern languages, or mathematics and science. Less academic curricula are now offered.

Teacher education. The usual entry requirement to courses for intending teachers is the *Abitur*. Training takes place either in a university or *Pädagogische Hochschule* (teacher training college), and consists of academic and practical studies. A three-year course in the *Pädagogische Hochschule* is offered to those teachers who do not intend to teach in a *Gymnasium*; the university course usually lasts longer. After successfully completing their examinations, students become probationary teachers, usually for two years, when a final examination is taken. After this examination teachers become civil servants on probation. A further five years as a teacher means that they are *Beamter auf Lebenseit* ('civil servants for life'). In-service training is organized by both the educational authorities and professional associations of teachers.

GREECE

General aims. The constitution of 1975 clearly outlines the main aims of education which are: the ethical, intellectual, vocational and physical training of the population; the development of national and religious identity; and the creation of self-sufficient and responsible citizens. Education at all levels is free, without bias of sex, and the first six years of schooling are compulsory. All textbooks, excluding those for higher education, are free. 'Demotic' Greek, the spoken language of the people, has been the official language of instruction since 1976.

Administration. The system of administration is centralized; a co-ordinating and determining role is exercised by the Ministry of National Education and Religious Faiths. The Centre for Educational Research and Teachers' In-Service Training (KEME) has an advisory function in the development of curricula for schools.

For primary and secondary education the country is divided into fifteen regions, each headed by a supervisor. The regions are subdivided into 240 districts under inspectors who perform administrative, supervisory and advisory functions and make sure that the official school curriculum, drawn up by the KEME and approved by the Ministry of Education, is being applied. Inspectors are also responsible for supervising private schools in their region.

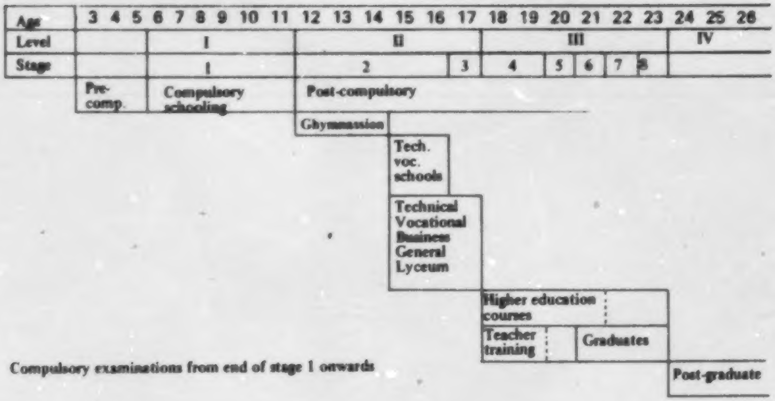
For vocational and technical education the country is divided into four regions which are, in turn, subdivided into eighteen districts, each headed by an inspector. Universities and similar institutions have a measure of independence. Although supervised and financed by the State, each is a self-governing corporate body under public law, administered by a chancellor and council *(senatus)* elected by the faculty.

Structure and organization. There are two years of kindergarten, which is voluntary, followed by six years of primary education. Pupils move up automatically through the system, with the exception that an examination must be passed for promotion into the final year. An examination is also taken before a student may graduate from primary school and transfer to a *ghymnassion.*

There are three years of education in a *ghymnassion*, at the end of which a student takes a graduation examination. Transfer may then be made to one of three institutions: technical and vocational school where the course lasts up to two years; technical and vocational and business *lyceum*; and general education *lyceum*, where three-year courses are offered. Entrance examinations are required for the last two establishments only. Students who pass the graduation examination at the end of the *lyceum* may sit the competitive examination for entry to an institution of higher education. Higher education courses (with the exception of primary teacher training) last four to six years depending on the institution and the course of study being followed.

Curricula. Pre-compulsory schooling prepares children for primary school by offering the rudiments of religious instruction, ethics and social adaptability. The primary school provides instruction in the Greek language, religion, history, geography, natural

Structure of the education system in Greece


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1
2
3
4
5
6
7
8
Pre-comp.
Compulsory schooling
Post-compulsory
Ghymnassion
Tech. voc. schools
Technical Vocational Business General Lyceum
Higher education courses
Teacher training
Graduates
Post-graduate

Compulsory examinations from end of stage 1 onwards

science, physics, chemistry, arithmetic, geometry, handwriting, handicrafts, music, physical education and civics.

All pupils in the *ghymnassion* take religion, language, science, mathematics, fine arts, technology and also study elements of democratic organization, together with school and vocational guidance.

The curriculum in the *lyceum* covers a broader range: systematic improvement in the spoken and written language; in-depth study of national literature; national and world history; cultural subjects with specific emphasis on the European cultural tradition; development of the faculties of critical thought and imagination; investigation of the natural and social environment; strengthening of religious faith and national tenets; and essential knowledge of the principles of Greek democracy. The intention of educators is to develop men and women of free and responsible character.

Teacher education. Kindergarten teachers are trained in schools offering a two-year course. Primary school-teachers take a two-year course at a teachers' college. Candidates must be graduates of the *lyceum* and pass an entrance examination; however, those whose graduation certificates are graded 'excellent' are admitted without examination. Subjects studied include psychology, education, Greek language, history, English, science, mathematics, music, physical education, hygiene and sociology. Secondary school-teachers must be university graduates in the subject they intend to teach. Physical education instructors follow a three-year course at the National Academy of Physical Education in Athens.

The Maraslion Teacher Training School in Athens offers a two-year course at graduate level for primary school-teacher candidates who have passed an entrance examination; this school also has two-year and one-year graduate courses for teachers in special education.

Secondary school-teachers with ten years' experience in public schools may take the examination for admission to a one- or two-year graduate course at the Secondary Education Teacher Training School. Secondary school-teachers can also attend a two- to six-month seminar to receive instruction in new trends in education and in their specific areas of teaching.

IRELAND

General aims. The Irish Constitution acknowledges that parents are free to provide for the education of their children in their homes, in private schools or in schools recognized or established by the State. The State is guardian of the common good and must see that children receive a certain minimum education. Attendance at school is compulsory for children between the ages of 6 and 15 years of age.

Schools are denominational but receive equal support from the State. The denominations themselves exercise managerial control over their schools.

Provision is made for handicapped and deprived children in special primary schools.

Administration. The State's authority in education is vested in the Minister of Education who is a member of the government and responsible to the *Dáil Eireann* (the lower house of parliament).

Primary schools are not State schools, but they are State-aided. The Department of Education sets the educational programme, prescribes the qualifications of the teachers and assesses teaching competence. The Department of Education provides inspectors and other advisors to schools.

The management of the school rests with a board of management representing parents, teachers and the religious authorities associated with the school. The board appoints teachers on individual contracts subject to approval by the Department of Education.

Secondary schools are under private management, but to qualify for State grants must be recognized by the Department of Education as providing an approved curriculum.

Finance. The Department of Education provides free education in primary and second-level schools, and it gives substantial aid to universities and other third-level educational institutions.

The State meets the major portion of the cost of primary education. The cost of building, equipping, renovating and maintaining the schools is met by substantial State grants, supplemented by local contributions. The State pays the salaries of primary teachers entirely.

At the second level voluntary secondary schools are private institutions, but the department makes grants in respect of each eligible pupil and the payment of over 85% of the salaries of the staff. The State also contributes 80% of the cost of building and equipping secondary schools. While some schools charge fees, most have opted into a scheme which provides free secondary education.

Vocational schools receive from the Department of Education some 90% of the total cost by way of grants from State funds, the balance being met from the local authority's funds.

Community schools receive part of the cost of construction and equipment from local education authorities. The running costs are provided by the State.

Structure and organization. At the primary level there are denominational State-aided schools, fee-paying private schools (unaided) and special schools for handicapped and deprived children.

The second-level system includes: (a) secondary schools for pupils aged 12-19 years; (b) comprehensive schools and community schools for pupils aged 12-19 years; (c) vocational schools for pupils aged 12-19 years; and (d) regional technical colleges for pupils aged 15-19 years.

At the third level are universities, institutions for medicine, law, art and music, and four colleges of education for teacher training.

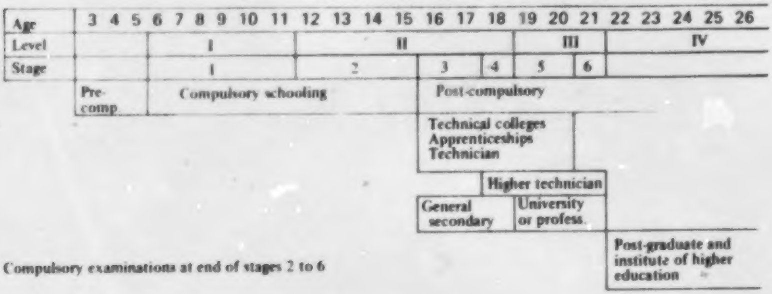
Children may enter primary school at the age of 4 or 5. Children do not take an examination at primary school. Assessment of older pupils is by school record cards.

The majority of pupils transfer to second-level schools at about 12 years of age. The second-level course is divided into a junior stage (three years) leading to the Intermediate Certificate and the senior stage (two years) leading to the Leaving Certificate. This prepares pupils for immediate entry into adult society or further education.

Curricula. The Department of Education controls the work of schools by prescribing the educational programme and through the visits of department inspectors.

The current programme for primary schools, which was established by the department in 1970, is an integrated, child-centred curriculum. A flexible timetable allows each child to progress at his own pace. The special education programme is suited to the needs of the particular kind of handicap.

Structure of the education system in Ireland


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1
2
3
4
5
6
Pre-comp.
Compulsory schooling
Post-compulsory
Technical colleges
Apprenticeships
Technician
Higher technician
General secondary
University or profess.
Post-graduate and institute of higher education

Compulsory examinations at end of stages 2 to 6

Vocational secondary schools make available specialized technical training for particular trades or professions as well as evening courses for adults in a very wide variety of subjects. The educational programmes provided by vocational education committees (elected and representative of the local authority for the area) are subject to the sanction and control of the Department of Education.

Comprehensive schools combine academic and vocational subjects in a broad curriculum, and provide educational and vocational guidance.

Teacher education. Primary school-teachers are trained in colleges of education recognized by the Department of Education. Standards of entry are laid down by the department.

Teachers in special schools must initially have the basic teaching qualifications required for the level at which they teach. In addition, there are one-year post-graduate courses leading to a Diploma in Special Education and a Diploma for Teachers of Hearing Impaired Children. Teachers are sent abroad for further training. In-service courses on remedial education and short courses on aspects of education for the handicapped or disadvantaged are organized by the Department of Education in conjunction with various educational, medical and voluntary organizations.

In second-level schools, teachers must be university graduates who have taken a Higher Diploma in Education or must hold a recognized teaching diploma awarded as a result of specialist training.

Vocational teachers form two major categories: teachers of general subjects who must be university graduates; and teachers of specialist subjects who must have teaching diplomas in their field.

The training course for primary teachers was extended from two to three years in 1974. Each college of education now has an arrangement with a university for trainees to follow an approved university course leading to a degree.

Since 1972 nineteen teachers' centres have offered residential courses (usually one-week long) for in-service training.

ITALY

General aims. The education system aims to produce citizens capable of participating fully in a democratic society, who have acquired a good foundation of culture, and have been introduced in some capacity or other to the world of work.

The rights of ethnic minorities are protected.

Administration. The Ministry of Education, through the Minister, his cabinet and members of his staff, ensures that educational activities conform to State and regional interests, national economic plans and international commitments.

National offices deal with curriculum planning, general and administrative affairs, and with the following aspects of education: elementary; secondary (first stage); upper secondary (humanities, science, teacher training); technical; vocational; university;

non-State schools; with school buildings and equipment; and with cultural exchanges. Inspectors cover other more specialized aspects.

The National Council for Public Education, the Higher Council for Education, and the Council for Administration, whose members are either elected or appointed, advise the Minister.

Regional offices deal with school buildings, curriculum supervision (of State and non-State schools) and the organization of qualifying courses for secondary teaching. In subdivisions of the regions—scholastic districts—there are councils whose members are drawn from the management and teaching staff of schools, parents, workers and other community groups. Each institution has a council of members elected by teachers, parents and, in upper secondary schools, students.

Finance. The Ministry of Education provides the majority of the money spent on education, although the Ministry of Labour administers funds for vocational training and the Ministry of Works makes provision for school buildings.

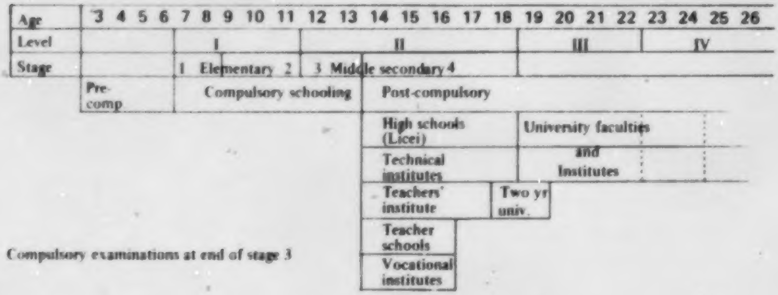
The regions, provinces and communes together contribute about 9% of the expenditure on education.

Structure and organization. State kindergartens accept children of pre-primary age from 3 to 6. Attendance is voluntary and free.

Elementary education for children aged 6 to 11 is compulsory and free. It is organized in two cycles: first cycle, classes 1 and 2; second cycle, classes 3, 4 and 5. Within the same cycle children are promoted to higher classes on the basis of their marks and reports during the course of the year; grade repeating only occurs in exceptional cases. Promotion from one cycle to another takes place on the basis of both written and oral examinations. The elementary school certificate, awarded on the completion of five years' schooling, allows entry to the middle school.

Secondary schools (first stage and middle school) accept children aged 11 to 14. The class council decides on the basis of course marks and reports whether a pupil moves up to the next class. For those not promoted there are resit examinations held in

Structure of the education system in Italy


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1 Elementary 2
3 Middle secondary 4
Pre-comp
Compulsory schooling
Post-compulsory
High schools (Licei)
University faculties
and
Institutes
Technical institutes
Teachers' institute
Two yr univ.
Teacher schools
Vocational institutes

Compulsory examinations at end of stage 3

September. At the end of three years there is a State examination for the middle-school diploma which allows entry to upper secondary schools.

This level contains a number of different schools and institutes: classical high schools *(licei classici)* are the only high schools which require a written and oral test in Latin for entry; scientific high schools *(licei scientifici)*; institutes for teachers *(istituti magistrali)* train elementary school-teachers; schools for teachers *(scuole magistrali)* train nursery teachers; technical institutes *(istituti tecnici)* prepare students for a range of occupations—aeronautics, agriculture, accounting, commerce, surveying, domestic science, industry, navy, tourism; vocational institutes *(istituti professionali)* provide vocational training in agriculture, marine activities, commerce, industry, hotel-keeping and domestic science. There are also high schools for art, art institutes, music conservatoires and the National Academy of Dance.

In upper secondary schools pupils are promoted in the same way as in the first stage and at the end of their studies take at one sitting the State examination *(maturita)*. In the case of the teachers' institutes and the technical institutes, this constitutes a professional qualification. Students at the vocational institutes do not normally take this examination unless they have followed a special course.

The *maturita* allows entry to higher education, which includes universities and higher institutes, whether State or independent, together with the National Academy of Dramatic Art and the Academy of Fine Arts. Degree *(diploma di laurea)* courses last from four to six years depending on the course. Ordinary diploma courses may last only two to three years. Post-graduate courses last two to three years.

The school year for pre-primary children lasts from 1 September to 30 June; for primary and secondary schools from 1 October to 15 June.

Curricula. Pre-school education develops the personality of young children and prepares them for attendance at compulsory schools. It also brings the family into the school and offers compensatory activities for children from disadvantaged family backgrounds.

Elementary school programmes are not prescribed by law. Guidelines about providing elements of culture and developing basic abilities, arousing interest, developing aptitudes, and stimulating observation and reflection are issued. In the first cycle programmes are general; in the second they become progressivly more differentiated.

The middle school assumes an integrated view of the nature of man. Subjects include: Italian, modern languages, history, environmental studies, mathematics, logic, the understanding and enjoyment of literature, music and art. Children are expected to develop personal expression, a spirit of moral-religious behaviour and to participate in community life.

Upper secondary programmes are designed to give the student the maximum possible choice both at the start of and during his studies.

Educational television *(telescuola)* provides programmes which support ordinary school instruction, particularly in relation to science and social science subjects. Parts of the curriculum both of secondary education (first stage) and of the technical and vocational institutes are now available to adults in evening classes.

Teacher education. Pre-primary teachers take a three-year course at teachers' schools *(scuole magistrali)*; primary teachers have four years of general education at teachers' institutes *(istituti magistrali)* followed by two years' special training. These teachers whose training is at the level of secondary education are called *diplomati*.

Teachers in middle schools and secondary high schools must be university graduates *(laureati)*; teachers of some subjects (e.g. physical education, art, music) must be trained at specialist institutions.

Pre-primary, primary and secondary teachers are recruited by competitive entry on the basis of qualifications and examinations, or by qualifications alone.

In the case of teachers of technical and vocational subjects their particular training and experience is taken into account.

Courses are available for primary and secondary teachers to keep in touch with modern developments and new teaching methods. The European Centre for Education at Frascati provides a correspondence service for information and advice.

LUXEMBOURG

General aims. All residents, regardless of race, religion, sex or social class, have an equal right to education, which is free and compulsory for nine years. It is also an aim of the government to provide university education outside Luxembourg for those who gain the appropriate entrance qualifications.

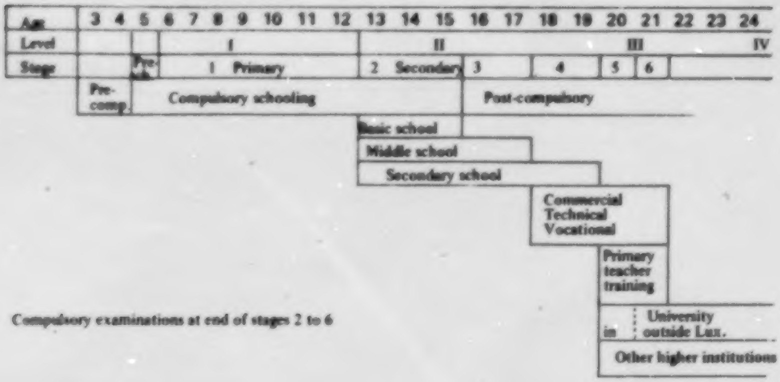
Administration. A centralized system of education exists and the Minister of Education has responsibility for implementing laws formulated by the government. His authority includes the planning, organization and administration of education, curriculum development, examinations and the inspection of all schools, both public and private. Local authorities are entitled to administer pre-primary and primary education, including personnel, but all major decisions must be approved by the ministry.

Consultative bodies advise the Minister on general educational matters and on primary and post-primary education.

Finance. Public schools are mainly financed by the State. Local authorities provide approximately 30% of the costs of primary education and 20% of the costs of secondary education.

Structure and organization. Pre-primary education, which is available from the age of 4, is compulsory from 5 to 6 years of age. Primary school lasts from 6 to 12 years of age. Pupils who do not wish to continue their education beyond the compulsory nine years attend a basic school where they may follow a variety of training courses up to the age of 15 and beyond. Other pupils may complete their education from the age of 12 in either middle or secondary schools. The former provides education for five years in two cycles and leads to employment or further education of a commercial, technical or vocational nature. The latter provides an academic education for seven years which

Structure of the education system in Luxembourg


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Level
I
II
III
IV
Stage
Pre-sch.
1 Primary
2 Secondary
3
4
5
6
Pre-comp.
Compulsory schooling
Post-compulsory
Basic school
Middle school
Secondary school
Commercial Technical Vocational
Primary teacher training
in
University outside Lux.
Other higher institutions

Compulsory examinations at end of stages 2 to 6

leads to teacher training for primary schools, the Luxembourg University course of one year, and university or higher education outside Luxembourg.

Curricula. The Ministry of Education has responsibility for developing primary and post-primary curricula with the advice and assistance of experts within education. A permanent commission exists to develop primary school curricula in accordance with developments in science and education, the needs of pupils and society. Similar commissions exist to develop the secondary curricula at all stages.

In primary schools the curriculum includes: religion, German, French, arithmetic, science, geography, national history, art, music, games and Luxembourgeois. The curriculum for middle schools includes: chemistry, technical drawing, music, physical education, geography, history, civics, religion and morals, physical education, French, mathematics, physics, biology, economics, commerce and social science. For secondary schools the curriculum for the classical stream includes Latin, Greek and philosophy, emphasizing literature in addition to the middle school curriculum. In the modern stream of the secondary school a fourth modern language is chosen instead of Latin and Greek.

Teacher education. Pre-primary and primary teachers are trained for two years after satisfactory completion of secondary education. Training includes both theoretical subjects and teaching practice.

Teachers for the post-primary level may study abroad in an acceptable university or higher education institution if they possess the secondary school certificate. The *cours universitaires* in Luxembourg provide only the first year of study for intending graduates; further education must be sought abroad.

In-service training for primary teachers is organized by the *Institut pédagogique.*

MALTA

General aims. Through education, the government aims to promote equality of opportunity, a respect for manual labour, individual responsibility and Maltese culture.

Administration. Educational policy is formulated nationally. The Constitution provides for basic educational facilities. Relevant legislation includes the 1964 Constitution of Malta Act as amended in 1973, the 1974 Education Act and the Malta Development Plan (1973-80) Act passed in 1976. All schools are established by the Ministry of Education or by individuals licensed by the Minister.

An Education Department is entrusted with the implementation of government policy in education outside the university. It can draw upon the services of governmental and non-governmental bodies. It runs the government system of schools and maintains specialized services in areas such as guidance and counselling, construction of tests and youth services.

The public interest is represented by an Advisory Council of Education and a Commission for the Development of Higher Education. These bodies work through standing committees.

Finance. Government expenditure on education comes from central funds and is allocated annually in the Ministry of Education Vote. Included in this annual vote, in addition to finance for State schools, are the grants to the University of Malta, to private schools and to sports. There are no local rates or taxes for education.

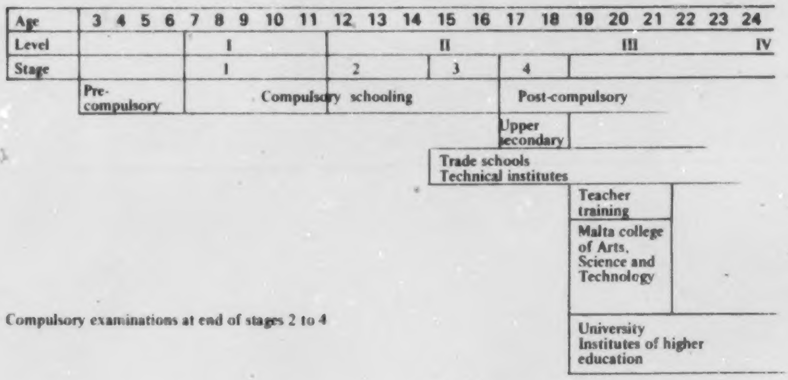
Structure and organization. Education is compulsory between the ages of 6 and 16. It is free for Maltese nationals and *bona fide* residents at all government schools and at the university. There are both government and private kindergartens and nursery schools. Most children begin school at age 4. Secondary education is non-selective.

There are trade schools and technical institutes, two institutes of higher education, the Malta College of Arts, Science and Technology, and the University of Malta. Government departments finance establishments which train nurses and teach English to foreign students. There are also private commercial and trade schools, some specializing in traditional Maltese arts, e.g. filigree work. The school year is from September to July.

After the second year of secondary education promotion is by attainment. Transfer to trade or technical institutions after three years at secondary school is based on continuous assessment and vocational choice. Upper secondary education lasting two years is available for students with at least six passes in the General Certificate of Education ordinary level.

Curricula. The subjects taught at both primary and secondary level are determined by the Education Department, although schools are encouraged to devise differentiated curricula for slow learners and the non-academic. The curriculum at primary level

Structure of the education system in Malta


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Level
I
II
III
IV
Stage
1
2
3
4
Pre-compulsory
Compulsory schooling
Post-compulsory
Upper secondary
Trade schools
Technical institutes
Teacher training
Malta college of Arts, Science and Technology
University
Institutes of higher education

Compulsory examinations at end of stages 2 to 4

consists of Maltese, English, mathematics, religion, physical education, history, geography, civics, science, music and art with emphasis on activity methods and centres of interest. A core curriculum at secondary level includes Maltese, English, Arabic, another language, mathematics, science, religion, history, civics and physical education. Specialist curricula leading to the City and Guilds of London Institute Certificate exist for trade schools.

Changes in curricula are a matter of government policy and the Education Department maintains a staff of inspectors and other specialists who prepare studies relating to curricula and examinations. General Certificate of Education (GCE) examinations are prepared in the United Kingdom and taken in Malta.

Teacher education. Training for primary and secondary teaching takes place at the Malta College of Arts, Science and Technology. The course lasts three years and includes the academic study of a main subject and educational theory. Alternatively for university graduates there is a one-year course concentrating on teaching methods and educational theory. A practical teaching component is common to both. Courses may therefore be concurrent or consecutive. Ad hoc courses are held for kindergarten assistants. Entry is selective and the minimum entry requirement is the GCE ordinary level with seven passes, including English language and Maltese, and two subjects at advanced level.

Recruitment to the permanent establishment of the Education Department is dependent on selection by the Public Services Commission after a suitable number of applications have been received.

The Education Department runs regular in-service and vacation courses. There is a system of scholarships for teachers and administrative staff to read for higher qualifications overseas.

NETHERLANDS

General aims. It is the responsibility of parents to bring up their children in accordance with their own convictions and, in so doing, may choose the school they think most suitable. A second aim is to satisfy the demand for manpower.

Administration. The Department of Education and Science is headed by the Minister, who has over-all responsibility for education and is responsible in particular for science policy, universities and teachers. The State-Secretary assists him and has particular responsibility for pre-primary, primary, special and secondary education, and apprenticeship schemes.

The Education Council advises the Minister on educational matters of a general nature. The Netherlands Universities Council gives advice to the government and to the institutions represented on it. The supervision of State schools is undertaken by members of the inspectorate. Agricultural schools are an exception.

The municipal executive acts as the competent authority for municipal schools. Private schools have school governors. In a number of large municipalities, inspectors act as representatives of the municipal council. Inspectors are also appointed for groups of private schools.

Responsibility for seeing that the Compulsory Education Act is complied with rests with the executive of the municipality in which the pupils live. Head-teachers also have a duty to see that pupils attend schools regularly.

Finance. The State meets the full cost of State, municipal and private education. The standards set for State and private schools are the same.

Structure and organization. Pre-primary schools provide young children with a general education in accordance with a play-and-work programme. Children may be admitted at the age of 4 years and must leave by the time they are 7.

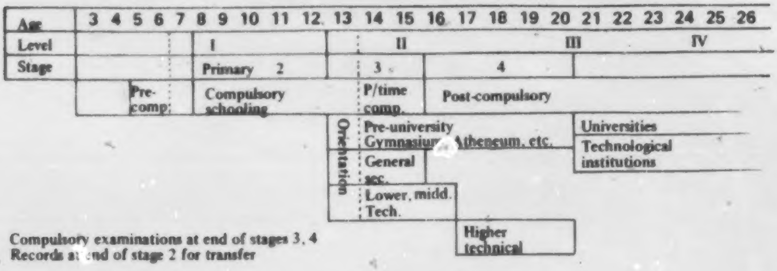
First-level schools lasts for six years for children from the ages of 6 to 12. Special schools are provided for children with physical or mental handicaps, behavioural difficulties or who come from poor social backgrounds. There are also schools for migrant children.

The first year of all second-level schools is regarded as an orientation and guidance year. Its purpose is to postpone the final choice of school in the interests of the pupil. Pre-university education is provided in *gymnasia* (Latin and Greek), *athenea* (modern languages) and *lycea* (a combination of the other two).

General second-level, lower-stage education is offered in two-year courses in schools which are sometimes combined with lower technical and vocational schools. Four-year and five-year second-level courses are offered in other types of general schools.

Lower, intermediate and higher second-level technical, commercial, domestic science, agricultural and nautical schools offer training for a wide range of occupations and, in the early years, give a general education.

Structure of the education system in the Netherlands


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
Primary 2
3
4
Pre-comp.
Compulsory schooling
P/time comp.
Post-compulsory
Orientation
Pre-university Gymnasium, Atheneum, etc.
General sec.
Lower, midd. Tech.
Higher technical
Universities
Technological institutions

Compulsory examinations at end of stages 3, 4
Records at end of stage 2 for transfer

Early school leavers receive training during working hours and in the evening. Correspondence courses and apprenticeship training complete the provision of second-level education.

Compulsory education lasts from the age of 6 or 7 for nine years; in 1971 a period of three years of compulsory part-time education was added during which young people not in full-time schools attend an educational establishment on one or more days a week.

Curricula. Each of the courses provided in second-level institutions leads to an appropriate certificate. The *gymnasium*, *atheneum* and *lyceum* offer six-year courses leading to a certificate which gives admission to universities. Curricula are encyclopedic with concentration on languages (classical and modern), mathematics and science, the social sciences, and history and geography—according to the school type and stream.

Other second-level general schools offer certificates which give access to the next stage of general education or to technical and vocational training which in turn prepare young people for industry, commerce and the public services. Options have been introduced to help pupils who change streams.

Teacher education. Teachers are trained in institutions for pre-primary, first-level and second-level teachers. Courses for the first two types of teacher last three or four years in State, Protestant, private and undenominational, and Roman Catholic colleges. Second-level teachers prepare for a State examination. University graduates and graduates from schools for higher level technical and vocational training may also qualify as teachers.

NORWAY

General aims. The over-all aims of the education system are to transmit knowledge and culture, to ensure the acquisition of values and the personal development of individuals, and to provide equal opportunities to all, both in education and work. A further aim is to increase participation in decision-making processes.

The educational authorities have accepted the principle of lifelong education and the aim of integrating all handicapped children between the ages of 7 and 16 into the regular compulsory nine-year school.

The aims of pre-school education are educational and social—with priority given to the first of these functions.

Administration. The system is planned and administered by the Ministry of Church and Education. Through this ministry the government influences the development of education in accordance with general aims and policies. The Department of Planning and Research in Education is the central research agency.

Local government has had a powerful voice in the establishment and running of primary schools for more than 200 years. The co-operation of parents and students in the running of local schools is encouraged. Pedagogical and psychological services are administered from municipal or regional centres. Unified compulsory schools have pupil, parent, teacher and municipal school councils.

Post-compulsory schools are part of further education. Responsibility for this level of education has been delegated by the Ministry of Education to each of nineteen counties which employ teachers. The Advisory Council for Further Education Schools is divided into several sub-councils and advises the ministry on general, vocational and domestic schools. In each school a school council of seven represents: the county authorities (two members); teachers (two); students (two); and ancillary staff (one).

Pre-school education is administered by the 450 municipalities through local school boards.

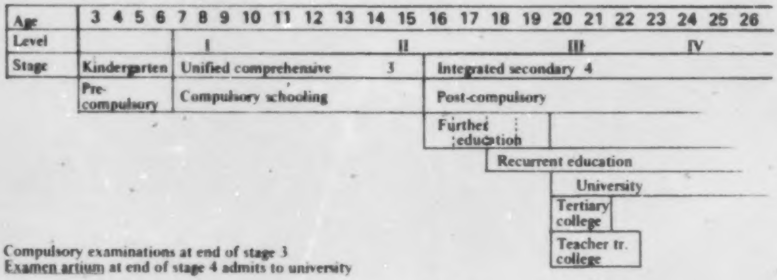
Finance. The government and municipalities finance the schools. The government meets on average about 50% of all costs on a sliding scale related to the expense of providing necessary services such as teachers' salaries and transport. Schools have some money available to strengthen aspects of their work.

Structure and organization. Day-care institutions cater for children up to the age of 3; full-day institutions for children up to 6; and kindergartens offer three to four hours attendance a day for children from 3 to 6 years of age.

Compulsory education begins at 7 and lasts for nine years in unified comprehensive schools. Each class is kept together as a unit from the first to the ninth year. At the end of the ninth year pupils take the same final written examination with questions in the obligatory subjects—Norwegian, English and mathematics. Those who are leaving school are tested in one of these subjects.

After the nine-year schools pupils are offered between one and four years of further education. This stage of education is not compulsory; no student is excluded from further education however. Any student who has not followed three years of further education has the right to recurrent education later in life. Special schools exist for the severely handicapped and retarded children.

Structure of the education system in Norway


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
Kindergarten
Unified comprehensive 3
Integrated secondary 4
Pre-compulsory
Compulsory schooling
Post-compulsory
Further education
Recurrent education
University
Tertiary college
Teacher tr. college

Compulsory examinations at end of stage 3
Examen artium at end of stage 4 admits to university

Further education is regarded as a continuation of the comprehensive school and is provided for the 16-19 age group by integrating different kinds of secondary education.

There are about ninety folk high schools. Junior colleges at the third level exist outside the traditional universities and academic State colleges. Admission to a university is normally granted as a result of success in the formal matriculation examination *(Examen Artium)* but students who have not passed it may be admitted.

Curricula. In a unified school curriculum differentiation is important. In ordinary compulsory schools physically and psychologically handicapped pupils receive some sort of special teaching. (Others attend special schools.)

A Model Plan for the nine-year school lays down guidelines for the aims, curriculum and working methods of the primary schools. In a minimum timetable there are compulsory and voluntary subjects. No minimum syllabus requirements are laid down for any of the subjects. Individual teachers are responsible for helping pupils to attain the highest level possible. Norwegian, English and mathematics are compulsory.

On entering a further education school a pupil chooses one of three types of course: general, vocational or combined general-vocational. Students may transfer from one course to another at an appropriate level. General and vocational courses are offered in two streams; in all there are nine study courses. The salient features of the further education school are that more time is allocated to optional subjects and the spectrum of vocational specialization is broadened as students proceed through the school. General courses lead to the matriculation examination which permits entry to a regional college or one of the four universities.

Teacher education. Teachers are trained in three-year courses at teacher training State colleges. Additional courses lasting one year or six months enable qualified teachers to up-grade their qualifications. Degrees are now offered in training colleges. Universities also train teachers.

PORTUGAL

General aims. In accordance with the 1947 decree the most general aims of secondary education are to supply culture which will fulfil the needs of social life, improve intellectual capacity, develop moral attitudes and professional merit, and strengthen moral and civic qualities.

A 1945 Ministry report suggests the aim of secondary education is to stimulate student attitudes towards continuing study, professionalism in jobs, and good use of free time. Additionally, constant appeal is to be made to the student's critical senses and powers of reason, so that he may cope with a changing world.

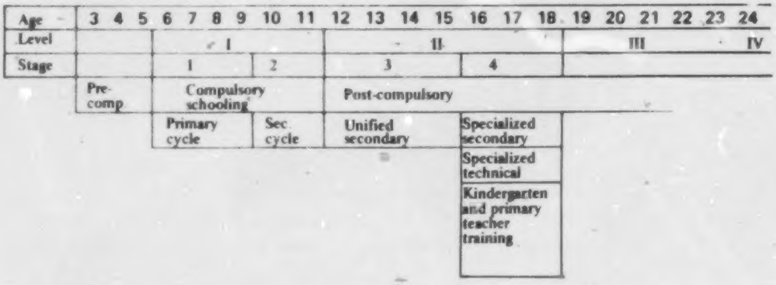
Administration. Policy is formulated and adopted at the national level and implemented at local level. Since 1974 schools have been democratically managed with representatives of the teachers, students, and administrative and auxiliary staff taking an active part.

Three bodies—the governing, educational and administrative councils—assume management roles and make recommendations.

Structure and organization. The basic education system is divided into a primary cycle (grades 1-4) and a preparatory cycle (grades 5-6). The secondary education system begins immediately after the end of compulsory schooling. It provides for students from 12 to 18 years who are studying in *lycées*, technical schools (industrial, commercial, art and agriculture) and secondary schools.

Although students taught in kindergarten teacher training schools and primary teacher training schools fall within the secondary education age range, they are not considered as part of the secondary education system.

The unified secondary course (started in 1975/76) allows choice of specializations to be postponed until the age of 15. A new scheme begun in 1976 provides for national examinations in the last school year.



Structure of the education system in Portugal

Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Level
I
II
III
IV
Stage
1
2
3
4
Pre-comp
Compulsory schooling
Post-compulsory
Primary cycle
Sec. cycle
Unified secondary
Specialized secondary
Specialized technical
Kindergarten and primary teacher training

Curricula. In 1974 a ministerial decision required that 'complementary courses' must contain Portuguese subjects and an introduction to political science and political life. Subjects studied from the seventh year of schooling include: social science, workshop technology, civics, Portuguese, mathematics, foreign language, natural science, visual education, gymnastics, ethics and religion. The ninth year curriculum includes common branch compulsory subjects and a set of optional technological subjects which constitute the 'guidance stage'. These courses provide vocational guidance.

Teacher education. Primary and kindergarten teacher training can begin at the age of 16. It lasts for three years.

SPAIN

General aims. The education system aims at offering both high quality education and equality of opportunity so that all citizens might live together in peace in a democratic society.

There are ten years of compulsory basic general education; tuition is free in State schools. It is hoped that by 1980 State subsidies will enable tuition to be free in both State and non-State schools.

Attempts are being made to incorporate different national languages into education and to develop different models of bilingual education. Vocational education aims to match training with employment opportunities.

Administration. The system of administration is centralized. Educational policy is formulated through legislation enacted by the Council of Ministers. The Ministry of Education and Science is responsible for the implementation of government policy and may make changes in the organization of the curriculum, the teaching methods employed, the location and financing of institutions, etc.

Below the Minister, the Executive Council, various cabinets and the Under-secretary are the eight bureaux which cover different aspects of education: general technical, personnel, programming and investment, basic education, secondary education, university, science policy, and artistic and cultural property. Besides advising and making recommendations to the minister on matters of policy, these bureaux are responsible for routine administration. There are also advisory bodies, autonomous agencies and provincial delegations.

Municipal and regional boards of education have already been proposed, and some functions are expected to be devolved to the provincial delegations. Within the limits of a co-ordinated educational policy, university autonomy is being encouraged. Independent educational institutions may be established, provided that prior authorization has been obtained.

Finance. The State allocates funds for education. By order of the Presidency, two new organizations have been created—a Management Commission and a Work Group—

for the development of a budget by programmes and for the reform of accounting in the Ministry of Education and Science. Included in the budget of the Ministry of Education and Science is the Equal Opportunity Promotion Fund which provides financial assistance for a wide range of both students and institutions who might otherwise be disadvantaged through lack of funds. State subsidies are also available for social, religious or private groups to provide free tuition in non-State schools and, in some instances, to establish new schools in areas where there is a need.

A recent decentralizing measure (1976) authorizes provincial delegates of the Ministry of Education and Science to enter into agreements for improvement and maintenance works for amounts of less than 5 million pesetas.

Structure and organization. There are four years of pre-primary education, which is voluntary. This is followed by eight years of the general basic education *(EGB)*, which constitutes primary and lower secondary education. Although pupils may be required to repeat a grade, this practice is becoming less common. Pupils who complete the *EGB* successfully are given the title of 'school graduate'; those who do not graduate are awarded a school certificate.

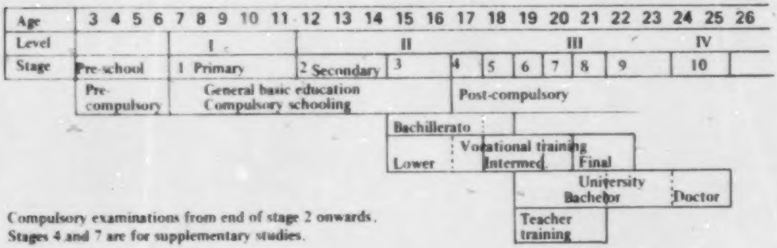
For the final two grades of compulsory schooling graduates may transfer to the academic secondary school *(bachillerato)*; school certificate holders enter the first stage of vocational training. However, it is a principle of the education system that the 14-year-old pupil should not be faced with an irreversible choice. There are a number of stages at which a pupil may, after undertaking a supplementary course, transfer from vocational training to academic study or vice versa.

There are three years of *bachillerato* after which the student may either take the one-year university preparation course *(COU)* or enter the intermediate stage of vocational training. In the *bachillerato* pupils who have failed less than three subjects (after the supplementary September examinations) may move up to the next grade.

The school year is from September to June.

After completing the lower stage of vocational education, which comprises the final two years of compulsory schooling, the student is qualified as an assistant technician. A further year's study in supplementary subjects is required before the student may enter intermediate vocational education. After two years the student may

Structure of the education system in Spain


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
Pre-school
1 Primary
2 Secondary
3
4
5
6
7
8
9
10
Pre-compulsory
General basic education
Compulsory schooling
Post-compulsory
Bachillerato
Vocational training
Lower
Intermed.
Final
University
Bachelor
Doctor
Teacher training

Compulsory examinations from end of stage 2 onwards.
Stages 4 and 7 are for supplementary studies.

take the qualification of specialized technician which will also entitle him, if he chooses, to enter the *COU* or begin university studies. Another year's study in supplementary subjects is again required for entry to the final stage of vocational education which, after two years' study, enables the student to take the title of licensed technician. The student is then entitled to enter the second cycle of higher education.

There are three cycles in higher education: the first cycle lasts three years; the second and third cycles two years each. The bachelor degree is awarded at the end of the second cycle and the doctorate at the end of the third.

There is a time limit within which university studies must be completed. Mature students (over 25), who can demonstrate their aptitude for advanced study, may enter higher education without first having undertaken the *COU*. Adult pupils are also allowed to enter lower vocational training.

Curriculum. The curriculum of the *EGB* aims at a humanistic and scientific training. It is adapted to suit individual aptitudes and preferences; integrated work is increasingly a feature.

In the *bachillerato* the subjects of study are established by the General Education Act, but in general consist of: Spanish, mathematics, Latin, history, foreign language, physics and chemistry, religion, handicrafts or domestic science, civics and physical education. The major part of the *bachillerato* curriculum forms a common base which offers a similar general training to all pupils. In the third year, in addition to the common base, pupils may choose one of two broad options: science or humanities.

Vocational education is also now given a strong humanistic and scientific emphasis at the lower level. In this way the broader base of general knowledge given to both academic and vocational education allows the pupil greater flexibility to change the orientation of his studies, if he should choose to do so.

Teacher education. A new university curriculum was implemented in 1971 to meet the demands of the new structure of the General Education Act.

EGB teachers must follow the *bachillerato* course and the university preparation course *(COU)*, and then complete three years' study in the university training college for *EGB* teachers. In this course common subjects are taken together with one of the *EGB* specialities (mathematics, physical-natural sciences, social sciences and language).

There is provision for university-level in-service training. For teachers in isolated areas these courses are offered by the National Extension University.

SWEDEN

General aims. The aim of schooling is to foster the pupils' personal development. School work is organized so as to develop democracy in school and, consequently, in society as a whole.

Administration. The goals, scope and economic limits of education are set by parliament and the government. The National Board of Education is responsible for

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basic schools, secondary schools (second level, second stage), adult education and teacher training. The office of the Chancellor of the Swedish Universities is responsible for the universities.

Municipalities, of which there are some 280, are responsible for first-level, second-level and adult education. All provide compulsory education in comprehensive schools.

The municipalities are required to provide places in pre-primary schools, day nurseries and part-time groups.

Structure and organization. All 6-year-olds and some younger children can attend pre-primary schools, but it is not compulsory.

Compulsory attendance starts at 7 years of age and lasts in first-level and lower-stage second-level schools for nine years. All pupils receive the same education in these basic comprehensive schools but, in the last three years, can choose from a variety of subjects for five to six hours out of the thirty-five hour week.

The compulsory comprehensive school is followed by the integrated upper secondary school which, while a single organizational unit, comprises twenty-two streams of two to four years' duration. Most streams provide occupational training. Others prepare for further studies.

Between 25 and 30% of the 20-year-olds are enrolled in post-secondary education at seven universities and other institutions of higher education.

Adult education, provided by municipalities, offers free courses. Priority is given to studies at the level of the compulsory school. Study circles, the study activities of employees' organizations and municipal adult education attract over 2 million people.

Curricula. In primary and secondary education the same curricula are offered throughout the whole country. Central control does not go beyond the establishment of broad general guidelines. Aims and objectives for school activities, timetables and general instructions for each subject are laid down. Instruction is on an individual basis with teachers and pupils in partnership.

Structure of the education system in Sweden

Age	3 4 5 6	7 8 9 10 11 12 13 14	15 16 17 18 19	20 21 22 23	24 25 26
Level		I	II	III	IV
Stage	Pre-school	1 Basic comprehensive 2	3 Upper secondary		
	Pre-compulsory	Compulsory schooling	Post-compulsory		
			Integrated courses 2 to 4 years' duration 22 streams pre-university and vocational		
				Universities and institutes of higher education	
				Colleges of education	
			Adult education		

The common curriculum is encyclopedic but, as stated, some choice is allowed in the last three years of the basic school. At the upper secondary level a balance between general and vocational elements is attempted in all departments. Pre-university courses last three or four years. Two-year courses offer a complete occupational or professional training.

Teacher education. Primary school-teachers are trained in post-secondary teacher training colleges. Courses last for two and a half years (for teachers going to teach in grades 1-3) or three years (for teachers in grades 4-6). Course content includes specialized subjects, professional studies and teaching practice. The balance differs somewhat, grade 4-6 teachers spending 55% of their time on specialized subjects. Secondary school-teachers must have completed their own secondary education and are trained in a university and teacher training college. Courses for junior teachers *(adjunkt)* last four years. Courses for senior teachers *(lektor)* last eight years.

TURKEY

General aims. The principal aim of education is to encourage each member of the nation to be a citizen devoted to Ataturk's reforms and Turkish nationalism.

Education should enhance the happiness and living standards of all citizens while at the same time giving them a sense of responsibility toward the community and nation.

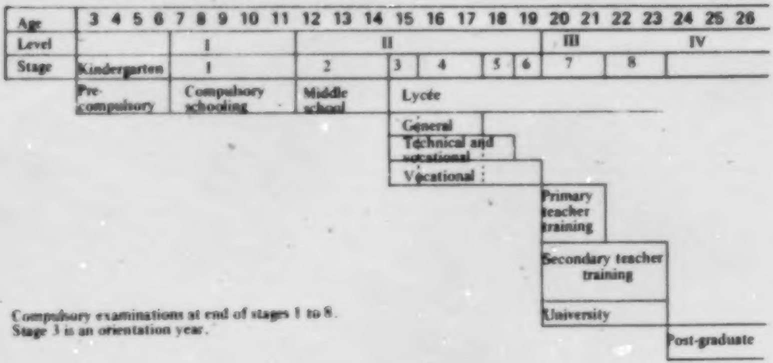
Other principles determining educational policy are: guidance toward individual needs and interests, planned reform, co-education, school-parent co-operation and nationwide equality of educational opportunity.

Administration. The Ministry of National Education is responsible for the performance, supervision and auditing of all educational services on behalf of the government. These duties and responsibilities are delegated to the central organization at the national level which is made up of under-secretaries, general directorates and departments. This body performs advisory and executive duties. Its responsibilities are: to prepare the curriculum; to provide teachers, educational aids, materials and buildings; to supply the necessary funds; to organize administrative affairs; and to supervise and inspect schools at all levels. The central organization administers schools in Turkey through provincial authorities.

The educational activities of each institution—public, private and voluntary—are subject to audit by the Ministry of Education in order to ensure conformity to the objectives of national education.

Finance. Education is financed by the State. Parent-teacher associations, established to assist in the achievement of school objectives, may receive contributions to help those students without financial resources and to meet the needs of their and other schools. The principles and procedures for requesting, awarding and auditing these contributions will be specified in a regulation to be prepared by the Ministry of National Education.

Structure of the education system in Turkey


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
Kindergarten
1
2
3
4
5
6
7
8
Pre-compulsory
Compulsory schooling
Middle school
Lycée
General
Technical and vocational
Vocational
Primary teacher training
Secondary teacher training
University
Post-graduate

Compulsory examinations at end of stages 1 to 8.
Stage 3 is an orientation year.

Structure and organization. Pre-primary education is optional. Pre-primary schools may be established as independent kindergartens or, where necessary, as nursery classes at the first level of basic education or as student practice classes attached to other educational institutions. Private schools exist and, by law, their standards shall correspond to those of State schools.

The opening and closing dates for primary schools are decided by the provincial educational authorities. The duration of the school year should not be less than 170 days in village schools and 200 days in the towns. In middle schools and *lycées* the school year begins in October and ends in May.

A primary school diploma is awarded at the end of compulsory education, and a basic education diploma at the end of middle school. From middle school onwards those subjects which a pupil fails may be taken again after a complementary course organized within the school. A class teachers' council makes appropriate decisions in these matters. Those students who wish to enter a higher education institution must gain the pass mark for admission to that institution in the Inter-Universities Selection Examination.

Curricula. The middle school curriculum consists of: Turkish, mathematics, social sciences, science, foreign language, drawing, music, physical training and morals. It also provides for between four and eight hours a week devoted to optional subjects in accordance with the needs of pupils and characteristics of the region. Religion is optional for one hour a week. There are also guidance and training activities which help determine and develop interests; they occupy three hours a week. In addition, there are separate weekly programmes for evening middle schools which offer parallel courses.

Secondary education consists of *lycées* providing various curricula. Three main programmes are followed: general education; technical and vocational education; or vocational education. In order to direct pupils into these programmes, the first stage of the *lycée* is a general guidance class. In this class, there are both compulsory common subjects and a number of optional subjects as a preparation for the different programmes offered the following year. During the second stage of the *lycée*, programmes preparing pupils for higher education are divided into literature and science. In the third stage, the literature section studies language and literature, social sciences and economics; the science section studies mathematics, physics and natural sciences.

The curricula for schools are prepared by the Board of Education of the Ministry of National Education. This body is responsible for developing the curricula in accordance with the requirements of a changing society and for preparing textbooks, educational aids and additional materials.

Teacher education. Primary school-teachers are trained in two-year teacher training institutes; middle school-teachers in three-year teacher training institutes; and teachers for general *lycées*, technical *lycées* and vocational *lycées* are trained in four-year higher educational institutions, academies and universities. The teaching staff in higher educational institutions are trained in post-graduate schools.

Preparation for the teaching profession is effected through the acquisition of general culture, special subject training and pedagogy. It is essential that intending teachers, regardless of the level at which they will teach, receive higher education.

The General Directorate of Teacher Education provides in-service training for teachers through courses, seminars and professional meetings, as well as training opportunities within the country and abroad.

UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

England and Wales

General aims. The overriding aim of education is to provide for the well-being and progress of individual pupils.

Administration. A distinctive feature of the system is that it operates on the basis of the distribution of power between central government, the local education authorities and the teaching profession. In accordance with the 1940 Education Act, it is a national system, locally administered. The Secretary of State for Education at the Department of Education and Science (DES) has over-all responsibility for education in England. Responsibility for Welsh schools rests with the Secretary of State for Wales.

The department is responsible for the maintenance of national standards of education, formulating national policies for education, controlling the rate, nature and distribution of educational building, and for the national supply, training and pensions of teachers. It also commissions research related to policy requirements.

Local education authorities are charged with the provision and day-to-day running of schools and colleges, and are responsible for the provision of buildings, materials, equipment and some advisory services. They are empowered to recruit and pay personnel.

Publicly maintained schools fall into two administrative categories: those established and run by the local education authority; and schools established by other bodies, mainly the churches, but financially maintained by the local education authority—voluntary-controlled schools.

Every maintained primary school has a body of managers; every secondary school a body of governors.

Finance. Funds are derived from the central budget and from local property taxes (known as rates). The government reviews public expenditure annually, including spending on education. In dealing with financial resources the department must act within the government's estimates for education and, thereby, be subject to the influence of the Treasury.

About 15% of the public spending on education is directly disbursed by the Department of Education and Science, the remainder is spent by local education authorities, and approximately 61% of this approved expenditure is provided through the rate support grant (a block grant paid annually to local authorities by the government as a contribution to the cost of local services).

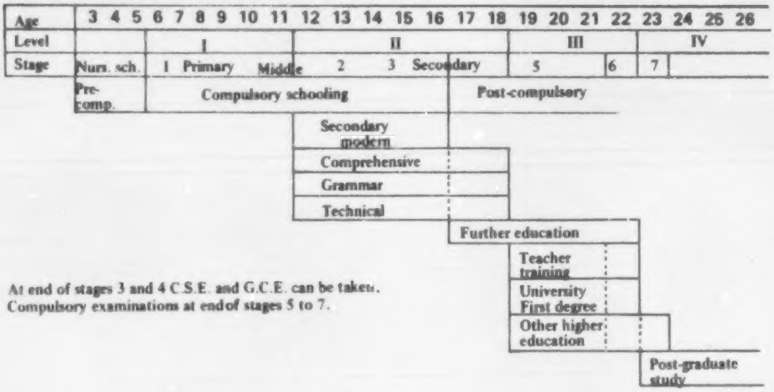
Structure and organization. Education for children less than 5 years old is not compulsory and can be provided in nursery schools or nursery classes attached to primary schools. Education is compulsory from 5 to 16 and can be public or private. All private schools have to be registered with the DES and open to inspection. Within the maintained system there are primary, middle and secondary schools. Generally, children transfer from primary to secondary schools at 11 years of age and attend middle schools from 7, 8 or 9 years of age.

In a diversified system there are four types of maintained secondary school. Grammar schools provide a mainly academic course for selected pupils from the ages of 11 to 18. Secondary modern schools provide a general secondary education. Technical schools are of a similar standard to grammar schools but specialize in technical studies. Comprehensive schools cater for all children of secondary school age whom they admit without a test of ability from 11 (or, following middle schools, 12, 13 or 14) until 16 or 18 years of age. Comprehensive schools have been established in most areas and their number is growing.

The main examinations for secondary school pupils are the General Certificate of Education (GCE) ordinary level and advanced level, and the Certificate of Secondary Education (CSE).

Curricula. Legally, the curriculum is the responsibility of the local education authorities, school governors or school managers. In practice, decisions about content and teaching methods, timetabling and the selection of textbooks are usually left to the head-teachers and their staffs.

Structure of the education system in England and Wales


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
Nurs. sch.
1 Primary
Middle
2
3 Secondary
5
6
7
Pre-comp.
Compulsory schooling
Post-compulsory
Secondary modern
Comprehensive
Grammar
Technical
Further education
Teacher training
University First degree
Other higher education
Post-graduate study

At end of stages 3 and 4 C.S.E. and G.C.E. can be taken.
Compulsory examinations at end of stages 5 to 7.

The Schools Council for Curriculum and Examinations is a national agency that undertakes research and development work in the curriculum and advises on matters of examination policy. Teachers' centres have been established and often form the focus for the discussion, proposal and implementation of local curriculum development.

The law requires that the day shall begin with an act of religious worship attended by the whole school and that religious instruction must be given. In local authority and voluntary-controlled schools, religious instruction is non-denominational and must be in accordance with an 'agreed syllabus'. Parents of pupils attending voluntary-controlled schools may opt for them to receive denominational instruction. In all maintained schools, pupils may be withdrawn from religious worship or instruction or both at the request of their parents.

Teacher education. Teachers in all publicly maintained schools must be qualified. They are trained at universities, departments of education in polytechnics, institutes of higher education and in a few monotechnic institutions. Students who do not hold a university degree may take a three-year course leading to the award of a Bachelor of Education degree, with the opportunity of a fourth year of study leading to an honours degree.

All qualified teachers taking posts in maintained schools are required to serve a probationary period (normally for one year). Teachers are employed by local authorities. Their salaries are determined at the national level.

Northern Ireland

General aims. The education system in Northern Ireland does not differ significantly from that of the remainder of the United Kingdom (except in administration).

The overriding aim is that children receive efficient, full-time education appropriate to their ages, abilities and aptitudes, either by regular attendance at school or otherwise.

Administration. The Department of Education is headed by a Minister of State who is responsible, through the Secretary of State for Northern Ireland, to Parliament. Public education is administered centrally by the department which is responsible generally for policy, financial control, legislation, standards, programmes and priorities.

Five education and library boards are responsible for the administration of educational services regionally. They provide primary and secondary schools, special schools for handicapped pupils and institutions of further education. Locally, management committees are responsible for the day-to-day operation.

The Department of Education is advised on the educational, as distinct from administrative, aspects of its work by the inspectorate. The inspectorate maintains close links with the education and library boards and with the managers of maintained and voluntary schools.

Various bodies advise upon matters connected with educational policy and practice. These bodies include the Northern Ireland Schools Curriculum Committee, the Council for Continuing Education, the Northern Ireland Committee for Educational Technology and the Advisory Committee on the Supply and Training of Teachers.

Finance. Expenditure on education, libraries and allied services represents the second largest element in the budget for Northern Ireland Government departments.

Revenue is allocated for recurrent expenditure (85% of the total) and capital expenditure (15% of total).

The two main items of recurrent expenditure are teachers' salary costs and grants to the five education and library boards which are (in accordance with the 1972 Education and Libraries Order) financed entirely from central funds. They in turn make contributions towards the cost of maintaining voluntary schools.

There are five wholly independent schools. All charge fees and receive no financial assistance from public funds.

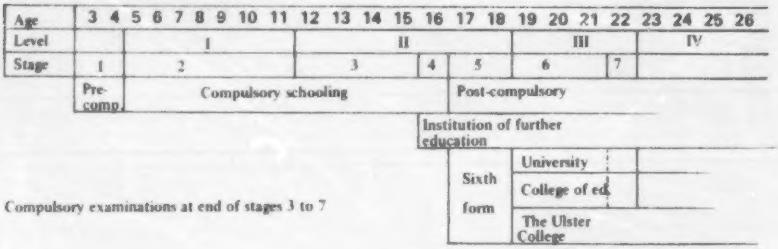
Structure and organization. A number of nursery schools and nursery classes in some primary schools cater for children between 2 and 5 years. Nursery schools are included in the primary stage and are funded by the government.

Primary schools are free for children aged 5 to 11-12 years. A small proportion of pupils of primary school age attend preparatory departments of grammar schools which charge fees.

Secondary education normally begins at the age of 11-12 when transfer to a secondary grammar school or secondary intermediate school takes place. Subsequent transfer between school types may take place. The minimum school leaving age is 16.

During the first three years the secondary intermediate school pupils follow basic courses containing common core subjects of a practical and general nature. In the fourth and fifth years, pupils may prepare for the Certificate of Secondary Education, General Certificate of Education or other examinations and those who do not wish to take external examinations may participate in 'outward looking' courses. Pupils over 15 may spend their last year of compulsory schooling in an institution of further education.

Structure of the education system in Northern Ireland



Compulsory examinations at end of stages 3 to 7

In the secondary grammar schools, tuition fees are payable, but the majority of pupils hold scholarships from the education and library boards. GCE 'O'-level examinations occur at the end of the fifth year, and 'A'-level examinations are taken at the end of the seventh year.

Curricula. The inspectorate plays an active role in curriculum development. The Department of Education is also advised on curriculum by the Northern Ireland Schools Curriculum Committee. At the secondary level, attendance may be at a secondary intermediate school where pupils follow a curriculum suited to their aptitudes and abilities or at a grammar school which provides an academic type of secondary education.

Teacher education. Teacher training is provided in three general colleges of education. Teacher training is also conducted at Queen's University and the New University of Ulster. After a three-year College of Education course, a teacher is eligible for the Certificate in Education. A four-year course leads to the bachelor of education degree.

Specialist training facilities are available at the Ulster College and Londonderry Technical College. Here a teacher may complete a course for an art teacher's diploma, teacher's certificate in technical subjects, or teacher's diploma in the education of retarded children, in physical education or domestic science. Students preparing to teach may enter the College of Education after seven years of secondary school and with the Northern Ireland General Certificate of Education (Advanced Level).

The development of induction training for newly qualified teachers and in-service education is largely the responsibility of the inspectorate.

The Department of Education pays the salaries, medical insurance and pension contributions of most teachers.

Scotland

General aims. The Scottish Education Dapartment is committed to policies designed to help the socially and educationally disadvantaged. These include measures of positive discrimination. The Education (Scotland) Act of 1962, as now amended, provides for compulsory education for all children between the ages of 5 and 16. It is the duty of parents to provide children with suitable education at a publicly maintained or private school or, less commonly, by tuition at home. The course each pupil takes must be suited to his age, ability and aptitude. Where demand is sufficient, separate schools for particular religious denominations are provided.

Administration. The general supervision and inspection by inspectors of education (excluding universities) is the responsibility of the Secretary of State for Scotland who is a member of the Cabinet of the Government of the United Kingdom. The Secretary of State acts through the Scottish Education Department (SED) which has been responsible for central administration since 1872. Initiatives for change in policy normally come from the local education authorities of which there are twelve. Policies are adopted in accordance with the Schools General (Scotland) Regulations of 1975 which prescribes the standards and requirements to which local authorities must conform. Education authorities are responsible for the implementation of such requirements as admission, withdrawal, attendance and progress records.

A Departmental Planning Committee (Education), established in 1972, prepares programme analysis and review reports on such topics as the ranges of options available to the government, financial effects of changes or policy, etc. Decisions are made by ministers on the basis of information supplied.

The Scottish Council for Research in Education is an independent organization supported by grants from the Scottish Education Department and educational bodies. It initiates and conducts its own research and acts as a research contractor for the department and other bodies. Others include the Scottish Certificate of Education Examination Board and the Scottish Council for Educational Technology.

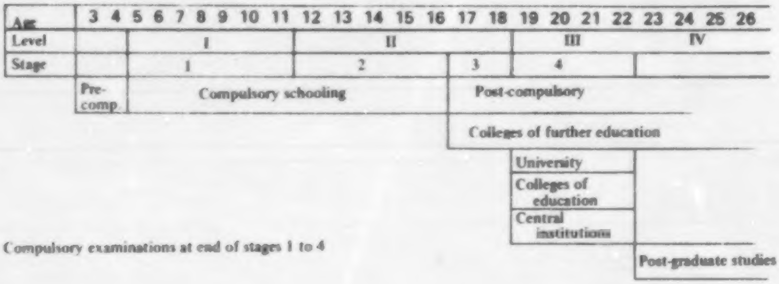
Finance. Educational expenditure is met partly from rates (property tax levied by local authorities), partly from central government grants and partly from fees. The largest share comes from the central government through the rate support grant paid to local authorities.

Structure and organization. It is national government policy that there should be no selection on grounds of ability at age 12 when transfer to secondary education takes place. More than 98% of public secondary schools now have a non-selective intake.

The government also favours 'all-through' primary and secondary schools in which pupils may complete each of these stages without transfer to another school. In some rural areas, however, it may be necessary to transfer at 16 to complete the secondary course.

Further education (not teacher training) is provided in sixty-three further education colleges or centres under local authority control and in central institutions. The latter include eleven colleges of higher education financed by the SED and three agricultural colleges financed by the Department of Agriculture and Fisheries for Scotland. These central institutes provide most of the full-time degree courses outside the universities and colleges of education.

Structure of the education system in Scotland



Compulsory examinations at end of stages 1 to 4

In further and higher education the academic year runs from September or October until June, with breaks in December and April.

Curricula. Content and management of school curricula are the responsibility of education authorities in consultation with head-teachers and the staff of schools.

The Secretary of State may make recommendations about curricula, normally on the advice of the Consultative Committee on the Curriculum (CCC), but education authorities are free to implement such of these recommendations as they think fit. The CCC has a substructure of standing committees and may establish working parties to investigate particular subject areas. Curriculum development centres have been established at colleges of education.

A major influence on curricula is the syllabuses of the Scottish Certificate of Education (SCE) Examination Board. The only subjects statutorily required to be taught are religious education and, in some areas, Gaelic. Timetabling is at the discretion of heads of schools.

In further and higher education, the Scottish Technical Education Council (SCOTEC) and the Scottish Business Education Council (SCOTBEC), set up in 1973, have responsibility for devising, developing and administering syllabuses and examinations for courses in technical and business centres and for awarding degrees and diplomas.

Teacher education. Teacher training courses are provided in ten colleges of education and in the University of Stirling. Training courses in physical education are offered in two colleges. The courses for intending teachers are: non-graduate diplomas (three years); post-graduate diplomas for primary and secondary teachers (one year); concurrent B.Ed. degree and professional courses (four years; two colleges offer five-year courses leading to honours); degree courses in physical education and secondary school teaching qualification (four years); diploma courses in music (three years); speech and drama (four years); physical education (three years); technical education (various); and a sandwich diploma course for teachers in further education (total of sixty-two weeks).

For entry to the non-graduate diploma and some B.Ed. courses candidates must hold prescribed passes in SCE or the General Certificate of Education. For entry to courses of training for secondary education a candidate must hold a degree or equivalent in the subject(s) to be taught.

All education authorities provide for in-service training both directly and indirectly through courses organized by their own staff and by allowing teachers to attend courses by other agencies. Colleges of education provide courses varying in length from one day to one year.

UNITED STATES OF AMERICA

General aims. The aims of education are to provide free public schooling through to the secondary level, and to create respect for learning and opportunities for American youth. The basis of the approach is equality of opportunity for both boys and girls and for all minority groups, as well as nurturing intellectually gifted students who will continue to achieve prominence among the world's literary, scientific, social and political leaders.

System of administration. Constitutionally, authority for education lies with the states, but the federal government has a role to play. It provides encouragement, financial support and guidance on issues of broad national concern. The public interest at state level is represented by Congress. Legislation becomes law through the President and the executive actions of the Assistant Secretary for Education at the Department of Health, Education and Welfare (DHEW).

The Education Division of the DHEW comprises: the United States Office of Education (headed by the Commissioner for Education, responsible for federally legislated programmes); the National Institute of Education (headed by a director and the focal point for government-supported educational research); the Office of the Assistant Secretary for Education (responsible for co-ordinating the division); and the Fund for the Improvement of Post-secondary Education (liaising with other federal agencies and collecting and disseminating statistics).

State legislatures enact laws pertaining to elementary, secondary and higher education. In most states a State Board of Education, whose members are either directly elected or appointed by the governor or have ex-officio status, determines educational policy. This is executed by a bureaucracy comprising the Chief State School Officer (who may be directly elected or appointed by the State Board governor) and a staff. His duties include: distributing state funds to local education authorities; administering or interpreting school laws; certificating teachers; in-service training programmes; and providing advisory services to local teachers.

State boards and chief officers associate at national level to discuss and co-ordinate federal legislation and policy. At state level there is usually a co-ordinating board or consolidated governing board to guide the development of public higher education—although individual campuses have a high degree of institutional autonomy.

Locally, each state (except Hawaii) is divided into school districts, each with a popularly elected (or in some cases appointed) school board of five to seven members. The board is responsible for the day-to-day control of schools in conjunction with a bureaucracy comprising the school superintendent and a staff. The responsibilities are: curriculum content; hiring teachers and other school personnel; providing and maintaining school buildings and school transportation; purchasing school equipment and supplies; and enacting rules and regulations consistent with state demands.

School districts vary in size. In some states an intermediate district is established to provide certain ancillary services, for example consultative, health supervision, etc.

Finance. Public elementary and secondary schools derive virtually all their revenue from various government sources. State and local government each contribute between 40 and 50% of revenue with the federal government contributing somewhat less than 10%.

The chief state officer distributes state funds to local education authorities. The local school board together with the local school superintendent is responsible for preparing the school budget.

Both state and federal governments give financial support to nearly all higher education institutions. However, public institutions tend to receive a substantially higher proportion of their budget from public funds. Many public community colleges receive funds through separate community college districts. Other sources of income for higher education include: student tuition fees; endowments; and contributions from philanthropic foundations and individuals.

Structure and organization. Most public school systems provide kindergarten classes for children of 5 years of age and some provide nursery school education for children 4 years old and younger. In this context Head Start Programmes for children from poor families exist in about one school district in four. They are partly federally financed.

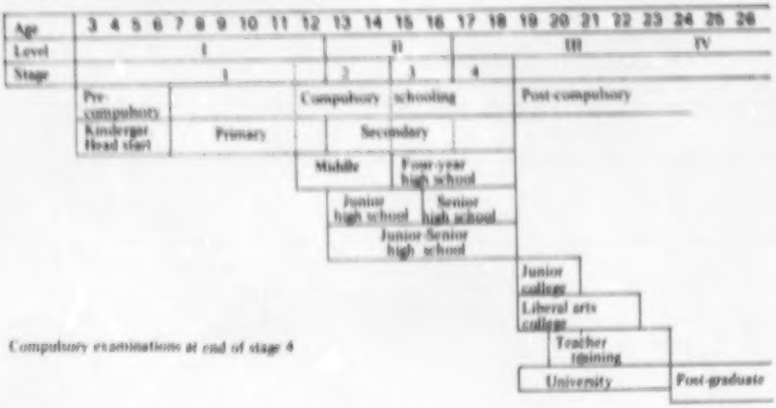
Compulsory education begins in most states at age 6 and continues usually to 16.

Education is organized on three principal levels: elementary (including pre-primary and primary), secondary and post-secondary. The primary stage consists of six or (less commonly) eight grades, educating children to 12 or 14 years of age. The secondary stage begins at grade 7 or 9, with six or four more years of schooling respectively. Post-secondary schooling begins after grade 12 and may be for two, four or more years.

The elementary level has either the four-year high school from grade 9 or the three-year junior high school from grade 7, followed by the three-year senior high school from grade 10. Alternatively the secondary level may be the six-year combined junior-senior high school. Secondary schools are all-ability.

All secondary school programmes lead to the high school diploma, which is received by three-quarters of all secondary school students at grade 12. This is one or two years beyond completion of compulsory schooling. The post-secondary level

Structure of the education system in the United States of America


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1
2
3
4
Pre-compulsory
Compulsory schooling
Post-compulsory
Kindergar
Head start
Primary
Secondary
Middle
Four-year high school
Junior high school
Senior high school
Junior-Senior high school
Junior college
Liberal arts college
Teacher training
University
Post-graduate

Compulsory examinations at end of stage 4

includes typically two-year community or junior colleges, four-year colleges and universities, and non-academic post-secondary schools.

For the first two levels the academic year begins in early September and continues until mid-June. At the post-secondary level the norm is two semesters of fifteen or sixteen weeks each year, with variations. There are also the trimester and quarter systems where students attend two out of three trimesters or three out of four quarters respectively.

Curricula. In accordance with state control of education, responsibility for determining and developing school curricula lies with state and local authorities. Although there is no national curriculum, the federal government encourages curriculum development in specific areas through legislation. Each state exercises considerable control over school and university curricula. It can determine the requirements for conferral of high school diplomas, and license professional and skilled personnel (doctors, lawyers, teachers, plumbers, etc.).

Most states require a minimum number of high school courses, which usually include: English, mathematics, science, social studies, physical education, and sometimes American history or the history of the particular state. Permission is granted to local school districts to add their own requirements.

Selection of school materials (textbooks, etc.) is the responsibility of local authorities in some states and of state officials in others, but this is normally delegated to a textbook commission, comprising professional educators and community representatives, which approves a number of texts for each course. The final selection is made at local school level. Private publishers often hire educators to prepare teaching materials which are subsequently submitted for approval to the textbook commission.

However, teachers and curriculum experts often develop their own curricula at local level. Within these limits teachers have some choice of teaching materials.

A centralizing influence on curriculum decision-making at secondary school level may be the entrance requirements of colleges and universities. At the higher education level curriculum decisions are mainly the responsibility of individual academic departments, although the institution itself may demand a specified number and sequence of courses (credits).

Teacher education. Teacher education is provided exclusively in institutions of higher education. It takes place in university departments or colleges of education, state colleges, liberal arts colleges and specialized schools for teachers of handicapped children, music, art, etc.

A minimum of four years study (not exclusively in education) is required for all types of school-teacher in all states. All states require a balance of academic (humanities, natural science, social science) and professional courses, plus supervised teaching experience during a full semester. A bachelor's degree is awarded after four years' study. A number of states require a further year of study and a master's degree prior to teaching.

Candidates for teacher education programmes must have completed secondary education, earned admission to college or university, and normally have completed one or two years' general undergraduate study. Acceptance for teacher education programmes is based on: college academic records; personal interviews; secondary school grades; and standardized test scores.

Half the nation's teacher education programmes have adopted some form of competency-based teacher education (CBTE) where a written statement of learning objectives to be attained by students is adopted.

Latin America

ARGENTINA

General aims. The all-round development of man is the major aim of education. Since an act passed in March 1976, education must seek to produce reflective, critical and innovatory citizens who have the national interest at heart and believe in a Christian ethic. Education shall be decentralized and provide equality of opportunity.

Administration. Education policy is formulated nationally. The National Ministry of Culture and Education has over-all responsibility for education. Its executive agencies are the secretariats for culture, education, and science and technology, who in turn are composed of sub-secretariats, directorates and departments.

Two major advisory bodies at national level are the Federal Educational Council and the Council of Rectors of National Universities. A degree of decentralization is being introduced through the policy of regionalization recommended by the Federal Educational Council.

Finance. Education is financed from national, provincial and municipal budgets. In addition, ministries other than that of education provide funds.

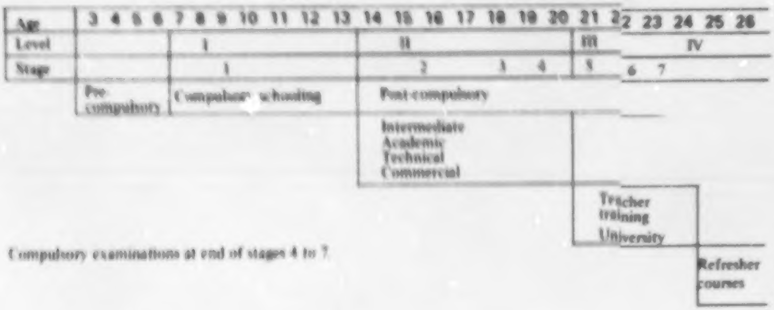
Structure and organization. Education is free at all levels and compulsory at the primary level for seven years. Pre-primary education exists. A system of continuous assessment leading to the award of a certificate completes primary schooling.

Intermediate education is for five, six or seven years, during which academic, technical and commercial subjects are studied in two cycles—basic and superior. A certificate is awarded on successful completion of the courses.

Higher education is provided in universities and other institutions. Courses are of at least three years' duration.

Curricula. In 1977 the Ministry of Culture and Education approved the primary school curriculum recommended by the Federal Educational Council. The subject areas are: language, mathematics, social studies, basic science, music and plastic arts, and physical education. In addition moral and civic education is to be stressed. The school timetable is of twenty-five to thirty hours weekly.

Structure of the education system in Argentina


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1
2
3
4
5
6
7
Pre-compulsory
Compulsory schooling
Post-compulsory
Intermediate
Academic
Technical
Commercial
Teacher training
University
Refresher courses

Compulsory examinations at end of stages 4 to 7.

At intermediate level the areas covered in the basic cycle include civic and moral instruction, sciences and humanities. The superior cycle has common core subjects and options. The timetable is thirty to thirty-five lessons per five-day week; lessons last forty to forty-five minutes. There are 200 days in a school year (examination periods included).

Teacher education. Since 1970 teacher training has been carried out in institutions of higher education. The basic entrance requirement is to have gained the intermediate education certificate. Other requirements may be necessary.

Higher teacher training schools train teachers for pre-primary and primary schools for two years plus a four months' period of full-time school practice. In higher institutes for teachers and in universities teachers for intermediate schools are trained. Usually four years' training is required. The course contains academic and professional subjects and practice. Teacher training institutions also provide in-service refresher courses for teachers.

CHILE

General aims. The desire for national unity provides a major educational objective. Education aims to foster the development of a united community, promote individual freedom and produce active, responsible and unselfish citizens. Educational policy seeks to make the most use of the country's resources.

Basic education is a right and compulsory. It is intended to give all Chileans a sound, common education and an equal opportunity to continue their studies. Freedom of teaching is guaranteed and universities are autonomous. Most institutions are co-educational.

Administration. Educational policy is formulated at the national level by the Minister of Education who represents the public interest. Policy is adopted by the executive bodies of the ministry. There are three hierarchical positions representing managerial and technical services: the undersecretary of education; the superintendent of education; and the bureau of education.

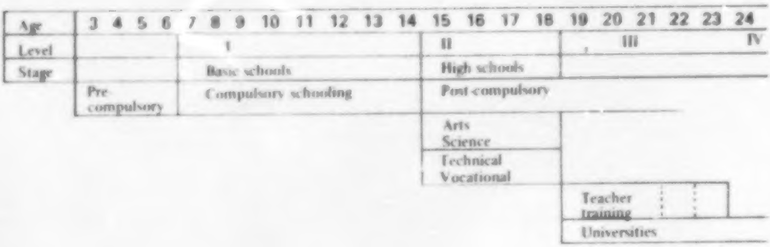
The ministry is responsible for long-, medium- and short-term plans, laying down the curricula and supervising the accomplishment of educational objectives. In accordance with a decentralization policy, regional education authorities have been delegated responsibilities. Advisory bodies exist at national level and all schools have a parent-teacher association.

Finance. Governmental contributions are the principal form of educational revenue. Donations, both national and foreign, are directed mainly to higher institutions. Schools receive an income from fees, solidarity donations, and parent-teacher association donations. Special laws justify the participation of private and semi-private institutions in educational investment. Budgeting is the responsibility of the Ministry of Education and the regional authorities.

Structure and organization. Pre-primary education is optional and is provided at public and private play schools. There are three levels of pre-primary schooling: crèche for 0-2 years; nursery for 2-4; and kindergarten for 4-6. Basic education is provided through the eight-year basic schools. Attendance is compulsory from the age of 6 until 14. There are common and special basic schools. High school education takes place in differentiated senior secondary schools. It comprises two types of course each of four years: arts and science; and technical-vocational. Higher education is provided in universities. The school year is from March to December inclusive. It may be altered slightly to take account of climatic conditions.

Promotion in school is based on attendance and scholastic attainment. On completing basic education pupils receive a certificate and a character report. On completing the secondary school course they receive a secondary school certificate which qualifies them for higher education, or a technical certificate which qualifies them for employment.

Structure of the education system in Chile



Age	3 4 5 6	7 8 9 10 11 12 13 14	15 16 17 18	19 20 21 22 23 24
Level		I	II	III IV
Stage		Basic schools	High schools	
	Pre-compulsory	Compulsory schooling	Post-compulsory	
			Arts Science	
			Technical Vocational	
				Teacher training
				Universities

Curricula. The basic school curriculum from grades 1 to 4 covers four areas: Spanish, mathematics, physical education and programmed units. From grades 5 to 8 the curriculum is based on programmes which cover: Spanish, mathematics, natural and social sciences, plastic arts, manual and technical subjects. English is taught from grade 7 and French from grade 8. The high school curriculum is a combination of arts, science and practical subjects. It covers Spanish, English, French, social studies (philosophy, geography, Chilean history), natural science (physics, chemistry, biology), mathematics, music, physical education, plastic arts, etc.

All subjects are compulsory with the exception of religion which is an optional subject from the age of 10 onwards. The timetable of the basic school has from twenty-five to thirty-four lessons per week. High school timetables have from thirty-five lessons per week in the first two grades to twenty-nine in the last two years.

The Superintendency is concerned with establishing criteria for the selection of programmes. The Proficiency, Experimentation and Educational Research Centre develops them. At all levels teachers may adapt the curriculum content according to the needs and interests of both children and community.

Teacher education. Teacher training takes place at the universities (faculties of philosophy and education or the State teachers university). The length of training depends on the subsequent level of teaching envisaged. The courses are four years for pre-primary teachers, three years for basic school teachers and five years for high school teachers. Courses are structured to provide a general, professional and specialized training. Every five years the ministry assesses the country's requirements in qualitative and quantitative terms. Universities adapt their training programmes according to these guidelines. An academic aptitude test is necessary for any university career in the country.

In-service training opportunities exist and seek to improve the professional qualifications of all engaged in the education system.

COSTA RICA

General aims. The Constitution states that a general aim of education is to produce good citizens, a democratic way of living and a sense of human solidarity. Also education seeks to develop the physical, intellectual, moral and aesthetic qualities of man. Education is free at all levels and is compulsory at the first level.

Administration. Educational policy is formulated nationally by the Supreme Council of Education over which the Minister of Public Education presides. It is the responsibility of the ministry to adopt and implement policy. Organization and direction of planning is the responsibility of the Director of Planning and Educational Development. Academic education, action and school services, and technical and professional education have separate administrations.

At regional level policy is adopted and implemented by regional administrations. Educational advisory bodies are organized nationally.

Finance. The Ministry of Public Education drafts its budget and submits it to the National Planning Office which includes it in the national draft budget. It is then passed on to the Legislative Assembly.

The major resource of finance at all levels of public education is that portion of the national budget allocated to the Ministry of Public Education. Municipalities, education boards and private individuals also provide funds. In 1976 about 24% of the educational budget was apportioned to educational institutions other than public ones.

Structure and organization. The National Plan of Educational Development, through decrees issued in 1973, 1975 and 1976, seeks to universalize basic general education. This is not yet fully implemented.

At present pre-primary education lasts at least one year. This is followed by nine years of basic general education, compulsory for children aged 6 to 14 and divided into three cycles of three years each.

The first two cycles provide for an education equivalent in length and content to the former compulsory primary stage. The third cycle extends this education and prepares pupils either for further study or gives some vocational training.

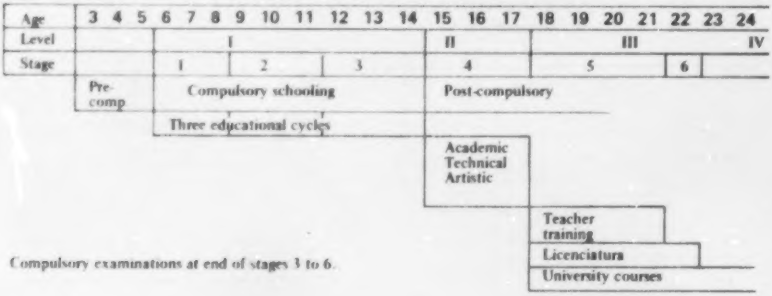
A diversified education of three years' duration follows general education. It has three streams—academic, technical and artistic—and is provided by universities (public and private) and the Technological Institute of Costa Rica. In addition there is special education for handicapped children.

The method of assessment is by quarterly tests and continuous assessment. In each school an evaluation committee is responsible for testing evaluation. Certificates or diplomas are awarded after successful completion of general and diversified education. Degrees are awarded by institutions of higher education.

The school year lasts nine months from March to November.

Curricula. The National Educational Development Plan provides for the constant review of curriculum content and evaluation.

Structure of the education system in Costa Rica


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Level
I
II
III
IV
Stage
1
2
3
4
5
6
Pre-comp
Compulsory schooling
Post-compulsory
Three educational cycles
Academic
Technical
Artistic
Teacher training
Licenciatura
University courses

Compulsory examinations at end of stages 3 to 6.

The curriculum for all cycles of general basic education embraces such subjects as mathematics and languages, sciences, art, and moral and physical education. The number of weekly teaching hours is thirty for the first two cycles and thirty-eight for the third.

The diversified cycle comprises three groups of subjects: common, technological and complementary. The number of weekly teaching hours is forty-three.

The Directorate of Academic Education is responsible for curricula which must be approved by the Supreme Council of Education.

Teacher education. The training of teachers is carried out at university level. Successful students are awarded either a degree *(bachiller)* in education or a *licenciado* in education. The *bachillerato* is awarded after four years' study during which an average of 145 credits must be achieved. The curriculum covers four areas: general studies; pedagogical courses; specialist subjects; and complementary subjects. The *licenciatura* is awarded after a fifth year of study which includes a foreign language and advanced educational studies.

Refresher courses are provided by the universities. A special centre has been established for technical education.

CUBA

General aims. According to the Constitution, schooling is the right of every child. The all-round development of individual children in schools is to be encouraged. Children are to be educated in the spirit of communism and a close relationship between study and life, work and production is to be fostered.

Priority is given to the scientific analysis and solving of problems related to the needs of society. Artistic education is to develop the capacities of the people to create and appreciate the arts. Physical education, sports and recreation are basic rights of all people and should promote their all-round development. Scientific research is to be free from external control. Artistic creativity is to be free so long as it is not contrary to the revolution.

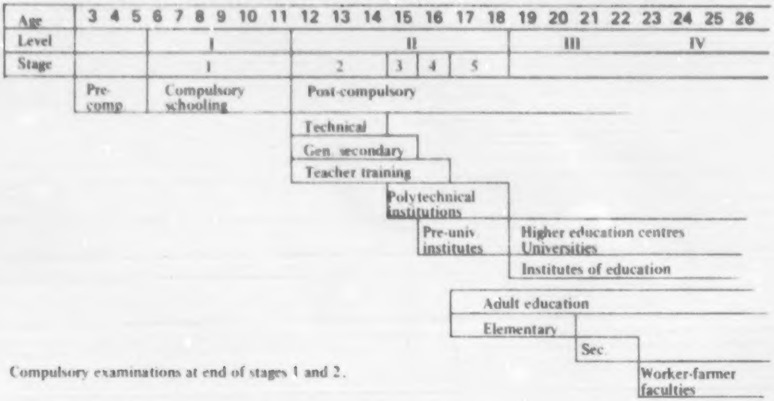
The aim of adult education is to develop the general culture of people with a low level of education, to provide the basis for technical job-training studies and to contribute to the formation of the communist personality of workers, farmers and housewives.

Administration. At national level, legislative powers are vested in the People's National Assembly and the Council of State.

The Ministry of Higher Education adopts and implements policies for higher education with the exception of teacher training. Rectors of universities are responsible directly to the Minister of Higher Education.

The Ministry of Education adopts policies for and supervises the education system, and ensures that actions of officials at lower levels conform to the law. The

Structure of the education system in Cuba


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1
2
3
4
5
Pre-comp
Compulsory schooling
Post-compulsory
Technical
Gen. secondary
Teacher training
Polytechnical institutions
Pre-univ institutes
Higher education centres Universities
Institutes of education
Adult education
Elementary
Sec
Worker-farmer faculties

Compulsory examinations at end of stages 1 and 2.

ministry has particular responsibility for the curriculum of schools, the training and appointment of leadership personnel, and supplying technical advice. Institutes of Education are controlled directly by the Ministry of Education.

Standing advisory boards are attached to the Ministry of Education. Special commissions appointed by law report on particular educational needs. The minister consults trade unions, including unions of students and teachers, and other organizations, such as the Union of Pioneers, the Federation of Cuban Women, the Committee for the Defence of the Revolution and the National Association of Private Farmers, before adopting policies.

Provincial and municipal education offices are responsible for local educational services. The inspectorate of schools is municipally based. Provincial and municipal officials are answerable to their counterparts at the next higher level. They are guided also at each level by assemblies of people's power which are responsible for the implementation of policies.

Structure and organization. All educational institutions are State controlled. The educational year begins on 1 September. The school year lasts thirty-six weeks at elementary level and forty-five weeks at post-elementary level.

Education is compulsory for children aged between 6 and 12 years. Pupils are promoted to the next grade in school when they achieve the educational standards required, and are tested by teachers on a regular and systematic basis. There are uniform, national examinations at the end of each stage of education.

On completion of elementary schooling, pupils are encouraged to continue their education in general secondary schools, technical schools or teacher training schools.

Students who complete the general secondary school course may enter pre-university institutes. Graduates from grades 2 and 3 of secondary schools and from the final grade of technical schools may enter polytechnical institutes.

Entry to universities is open to students who have completed courses at pre-university institutes, polytechnical institutes or worker-farmer faculties. All students who are admitted to universities are required to have 'positive academic evaluation' records.

Curricula. Pre-schooling prepares children for elementary school learning. The objectives of grades 1-4 of elementary schools are to provide a sound training in the mother tongue and mathematics, to develop the skills and habits needed for independent work, inculcate a love of study and to contribute to the ideological and integral formation of pupils. In grades 5 and 6, systematic teaching of subjects to be studied at higher levels of the educational system is introduced.

In general secondary schools students follow programmes of general education designed to prepare them for higher level general education, for technical and vocational studies, or for entry into work.

The objective of the pre-university institute curriculum is to broaden and deepen knowledge already acquired. Polytechnical institute programmes are designed to offer students a complete polytechnical education with a view to higher studies or preparing them as skilled workers or middle-level technicians with a broad general education. Close links between study and work are maintained. The subjects of study are uniform nationally for each grade up to university level and are compulsory except for some elective subjects in pre-university and polytechnical institutes.

Programmes, textbooks and methodological guides are drawn up under the supervision of Ministry of Education officials. Working teams of specialists and experienced teachers are set up for each subject and grade. The collaboration of outstanding writers, scientists and university professors is also obtained. Textbooks are written by teachers from teams selected by the Ministry of Education.

Changes in programmes are sanctioned by ministerial resolutions. Textbooks and methodological guides are issued by the Ministry of Education.

Teacher education. Teacher training schools train future elementary school-teachers in courses which last five years and have three components. The social and political section aims to provide a scientific and pedagogical training consonant with Cuban socialist education. The general training cycle is similar in content to general secondary education. The professional training section is confined to the last three years of the course.

Institutes of education and technical education train teachers for general secondary schools and polytechnical institutes. There are four parts to the course. In the socio-political section, marxist-leninist philosophy is taught. The psychological-pedagogical section takes up 18% of total curriculum hours. The speciality section occupies 65% of curriculum time and is equivalent to university-type education. There is also a practical teaching section which continues throughout the five-year course.

Teaching centres, attached to polytechnical institutes, train technical instructors in four-year courses. Students spend the first year in technical training. In the last three years they receive pedagogical training and undertake teaching practice, as well as continuing technical training.

Students enter teacher training schools after satisfactory completion of grade 6 in elementary education. Institutes of education take graduates from pre-university or polytechnical institutes. The institutes of education for technical and vocational education enrol students who have completed the penultimate year of the polytechnical course.

For entry to all types of teacher training, students must have a good academic record. They must meet the political, ideological and moral requirements of a teacher. They should have a good attitude towards study, work and other activities of the school and the community. They should have no physical or speech defects that would be impediments to teaching.

There are two main types of in-service training. Teachers who will be engaged in new programmes are equipped with a knowledge of new subject-matter and methods. There are 'up-grading' courses for teacher trainers, supervisors, principals, vice-principals and other teachers involved in leadership.

DOMINICAN REPUBLIC

General aims. The principal aims of education are to universalize compulsory six-year primary education, providing it as a human right, to combat illiteracy and to train the manpower needed by the country. Community and school co-operation is encouraged.

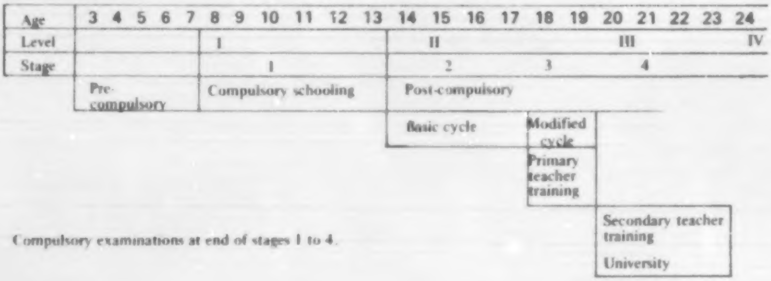
Administration. Educational policy is formulated by the National Council of Education. The Minister of Education, Fine Arts and Religious Affairs has over-all responsibility. Two sub-secretariats of technical affairs and administrative affairs, and the general directorates have responsibility for: national planning and co-ordination of policies; control and supervision; finance; school buildings; general services; etc. Regional directorates and the newly formed directors of *núcleos* (in rural areas) implement policy. A *núcleo* is a central school with technical and administrative responsibility to solve educational problems arising in rural areas. It co-ordinates school and community activities.

Finance. Budgeting is the responsibility of the ministry through the Office of Planning and Budgeting. Money is allocated from the national budget. This covers public education and some subsidies to private educational institutions.

Structure and organization. Pre-primary education exists in the private sector. Primary education lasts six years from the age of 7. It is free and compulsory. Progress for the first three years is based on continuous assessment; for the remainder there is continuous assessment and examinations. A certificate is awarded on completion of primary school.

Since 1970 intermediate education has comprised a four-year basic cycle and a two-year modified cycle. The latter includes the options of general, industrial, commercial and agricultural education, home economics and primary teacher training.

Structure of the education system in the Dominican Republic



Compulsory examinations at end of stages 1 to 4.

Continuous assessment and examinations are used. The title *bachiller* is awarded on satisfactory completion of intermediate school.

The primary school year is from September to June; the intermediate year from October to July. All schools are co-educational. Professional training can commence either after primary school or after the first cycle of intermediate school.

Curricula. The curriculum for all education, except in universities, is the responsibility of the Ministry of Education through the Curriculum Department. Consultations are held with universities, schools of education, associations of parents and teachers, and members of the teaching profession.

All the subjects in the primary school are compulsory. At intermediate school optional subjects can be taken. In both school types core subjects, such as languages, mathematics and social studies, occupy a significant portion of the curriculum.

Teacher education. Since 1967 primary school-teachers have been trained at teacher training schools, of which there are six. Entry requirements are based on completion of the first cycle of intermediate education, an examination in general subjects, an interview and personality tests. The curriculum followed over two years includes three groups of subjects—general studies, pedagogical subjects and teaching practice. The first group occupies one-third of the timetable. On successful completion of the two years of study, the title *maestro normalista* is awarded.

Intermediate or secondary school-teachers are trained at universities, of which one is public and the remainder private. The basic entrance requirement is the *bachiller*. The curriculum covers the same group of subjects as the teacher training school. After eight semesters the title of *profesor* (secondary school-teacher) can be awarded. After ten semesters the title of *licenciado* in education (first university degree) can be awarded.

Because of a teacher shortage, schemes exist to train teachers from among those who have completed basic education. In-service courses operate to assist serving teachers to improve and up-date their qualifications.

ECUADOR

General aims. The achievement of social justice, human solidarity and scientific and technological development are the principal aims of education. Stress is placed on an all-round development of the individual.

Administration. There are three levels of administration. The highest is the Ministry of Education and Sport; national policy for pre-primary, primary, and intermediate schools is formulated at this level. National directorates (five in all) supervise the overall planning and co-ordination of policies. It is at provincial level that policy is implemented.

Policy for higher education is the responsibility of the autonomous institutions themselves and the National Council for Higher Education.

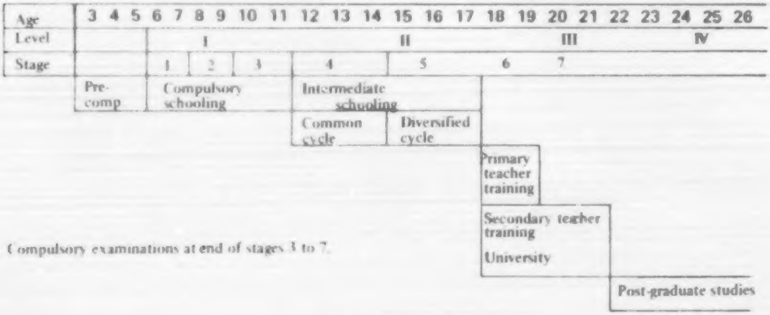
Finance. The major source of finance for public education is that portion of the national budget allocated to the Ministry of Education and Sport. In addition there are special taxes and other sources of income.

Structure and organization. State education is free and non-denominational at all levels. It is compulsory at the primary level.

Pre-primary school lasts two years and is available to 4- and 5-year-old children. There are no examinations but a certificate is awarded after two years. Primary school is provided for children from 6 to 11 years of age. There are three cycles of two years each. Promotion is through quarterly examination and continuous assessment; a certificate of completion is awarded. Intermediate school is in two cycles of three years each and caters for students from 12 to 17 years. The first cycle is a common one; the second cycle is diversified into five streams. Promotion is through quarterly and final examinations in each subject. The title *bachiller* is awarded at the end of the first cycle.

The school year runs from October to July in the eastern part of the country and from May to January elsewhere.

Structure of the education system in Ecuador


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1
2
3
4
5
6
7
Pre-comp
Compulsory schooling
Intermediate schooling
Common cycle
Diversified cycle
Primary teacher training
Secondary teacher training
University
Post-graduate studies

Compulsory examinations at end of stages 3 to 7.

Higher education comprises eighteen institutions (universities and polytechnics). The first degree awarded is *licenciado*, usually after four years' study. After two further years a doctorate is awarded.

Curricula. The curriculum for all levels, except higher education, is the responsibility of the Ministry of Education. It is subjected to periodic revision.

In the primary school it embraces: the national language, mathematics, social and civic education, natural sciences, health education, physical education, aesthetic training and practical work. The number of weekly periods is about twenty of approximately fifty minutes each.

In the intermediate schools the common cycle covers the following areas: general culture, practical options and class association (social and civic formation). The five streams of the cycle are: modern humanities; art; commerce and administration; technical-professional; and agriculture. The subjects are in four categories: common core; general culture; scientific and artistic training; and vocational training. The number of weekly periods is thirty-seven.

Teacher education. There are two institutions for the preparation of teachers. Higher teacher training institutes prepare primary school-teachers over a two-year period, after which a certificate is awarded. The entrance requirements are the *bachiller* and some psycho-vocational tests. Faculties of philosophy and education at universities prepare secondary school-teachers over a four-year period. The *bachiller* is the only entrance requirement. The degree of *licenciado* is awarded upon completion.

Primary teaching posts are offered by provincial directors of education. At intermediate level, the Ministry of Education makes appointments after recommendations from school heads. At the higher level, teachers are appointed directly by the institution concerned. Teachers at intermediate and university level are employed either on an hourly basis or full time.

Refresher courses for in-service untrained and trained teachers in primary and intermediate schools are provided by the Ministry of Education and special institutes.

MEXICO

General aims. The aims of education are conceived within a framework of democracy, secularism, nationalism and humanism.

Education aims to develop the individual's personality, strengthen his faith in independence and justice, and maintain his patriotic spirit. It seeks, through its fight against ignorance and its consequences, to contribute to a better community life, and to promote ideals of fraternity and equal rights for all citizens, regardless of race, religion, social class or sex.

Primary education is compulsory; state education is free; and the universities are autonomous.

Administration. Responsibility for education is at federal, state and municipal government level. The central bodies delegate routine functions to the local authorities. However, the administration of education provided by the states in the federal territories is the responsibility of the Minister of Public Education.

The federal authorities are responsible for planning, directing, inspecting and promoting education throughout the country. The Minister of Public Education is assisted by three assistant secretaries for general, technical and higher education. The federal government, with the agreement of the states and municipalities, co-ordinates the educational services. Advice and assistance to the Ministry of Public Education and the states is provided by the National Technical Council for Education.

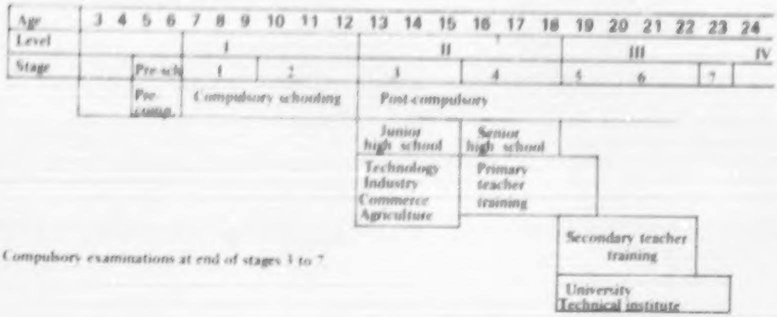
Finance. Education is financed by the government, and by state and local authorities. Private schools are maintained by the tuition fees of their students and donations. Some of them are granted government subsidies.

Structure and organization. The national education system comprises that provided by the state, local and authorized private institutions. Elementary education covers pre-primary and primary education. Pre-primary education lasts two years for the 4 to 6 age group. Primary education lasts six years. Secondary education comprises junior and senior high schools, each providing three-year courses. Third-level education is provided through state and private universities and higher institutions. It covers academic, technical and vocational fields and awards bachelor and higher academic degrees. Adult education exists and allows any person of any age to complete his education from primary school to university level.

The academic year consists of forty-one five-day working weeks, three hours per day in pre-schools; four hours per day in primary schools. In secondary and higher education there are forty-one six-day working weeks of six hours per day.

The promotion of students is determined by public examination for professional studies and otherwise by teacher's assessment. Regular assessment tests are conducted.

Structure of the education system in Mexico


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Level
I
II
III
IV
Stage
Pre-sch.
1
2
3
4
5
6
7
Pre-comp.
Compulsory schooling
Post-compulsory
Junior high school
Senior high school
Technology
Industry
Commerce
Agriculture
Primary teacher training
Secondary teacher training
University
Technical institute

Compulsory examinations at end of stages 3 to 7

Curricula. The subject matter of education is specified in plans and programmes. The prescribed curricula are compulsory for primary and secondary schools, as well as in all institutions providing education for workers and peasants. Spanish, mathematics, social sciences, physical education, artistic and technological education are the main subjects taught at the primary stage. In addition to these subjects, natural sciences and one foreign language are taught in the secondary stage.

Curriculum development is the responsibility of the National Technical Council for Education. Teachers, through their representative groups or as subject specialists, are involved and parents' associations are also invited to express their views. Textbooks, workbooks and teaching aids are used in education. Textbooks are provided free for primary school pupils.

Teacher training. Pre-primary teachers are trained at teacher training schools for educators. Primary teachers are prepared at the teacher training schools for primary education. Secondary teachers are trained at higher teacher training schools. There are also physical education schools and teacher training for industrial work. There is a four-year course after the completion of junior high school for primary teachers; and a four-year course after the completion of senior high school for secondary teachers.

The primary teacher training programme offers balanced courses in theory and practice. It comprises three areas—science, humanities and professional studies.

PANAMA

General aims. The major aims of education are to develop the country, strengthen the economy and achieve cultural independence.

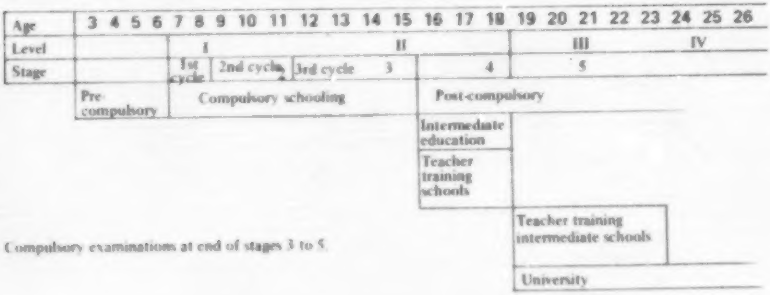
Basic education is compulsory, free and provided regardless of race, religion or social position. Democratic ideals, scientific progress and a sense of history guide educational principles. The State has the exclusive right to formulate educational policy; however, private education exists and universities enjoy autonomy.

Administration. The education system is highly centralized, but three tiers can be identified. The highest level of political decision making is the Ministry of Education, which is served by a number of advisory bodies including the National Council of Education, the National Committee for Science and Technology and various legal and public relations bodies. Under the ministry are four national directorates: administration, planning, teaching techniques and extension services. At the lowest level there are ten provincial directorates where policy is implemented.

Finance. The major source of income for education is that portion of the national budget allocated to the Ministry of Education. Additionally, revenue is provided by other ministries and institutions. A special tax also exists *(seguro educativo)* to finance educational programmes.

Locally, some money is provided for school equipment and textbooks, and special registration fees are paid by secondary school pupils.

Structure of the education system in Panama


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1st cycle
2nd cycle 2
3rd cycle 3
4
5
Pre-compulsory
Compulsory schooling
Post-compulsory
Intermediate education
Teacher training schools
Teacher training intermediate schools
University

Compulsory examinations at end of stages 3 to 5

Structure and organization. Pre-primary education exists for children up to 6 years of age. Basic general education is provided for children from 6 to 15 years of age and is divided into three cycles of two, three and four years' duration. Special satellite schools *(escuelas satélites)* exist, mainly in rural or isolated areas, to ensure equality of educational opportunity. A certificate is awarded at the end of basic schooling.

Intermediate education is provided from 15 to 18 years of age and serves to prepare pupils for employment or higher education. At the end of this stage a diploma *(bachiller)* is awarded to successful pupils.

Higher education is provided in two universities (one of which is private) and a variety of public and private institutions.

Curricula. At all levels of education, except universities, the ministry designs the curricula. This is done largely on the basis of the country's needs. For the nine years of basic education the curriculum comprises: languages; sciences and mathematics; social studies; art; and technology, which includes agriculture, commerce, etc. Religion is also provided but is not compulsory. In intermediate schools there are three main areas of study: humanities, science and technology.

There are thirty-six weeks in the school year with twenty-four and thirty-six lessons per week in basic and intermediate schools respectively.

A committee at ministry level is responsible for curriculum development; however, the considered opinions of pupils, teachers and parents are accepted.

Teacher education. Teachers for the first and second cycles in basic schools are trained for three years in teacher trainin[illegible]ols. The entrance requirement is the certificate awarded on completion of basic edu[illegible]tion. Those teachers who wish to teach the final cycle of basic education follow a course run jointly by the Ministry of Education and a university. The course lasts five semesters and admission depends upon the intermediate diploma. Intermediate school-teachers are trained at university for five years; the entrance requirement is also the intermediate diploma.

In-service training exists and is well-developed. Courses are provided for both untrained and trained teachers.

PARAGUAY

General aims. The principal aim of education is to promote and expedite the socio-economic development of the country. The 1969-80 National Plan states, as a specific objective, the improvement of technical and vocational skills through education. Education is a right. There are six years of compulsory primary education.

Administration. Educational policy is formulated nationally, adopted by the Ministry of Education and Religious Affairs, and implemented by local authorities. Under the minister there is a general secretariat, and technical and advisory bodies. Here, policy is developed and specific directives issued on such matters as finance, training and certification of teachers, school buildings, etc.

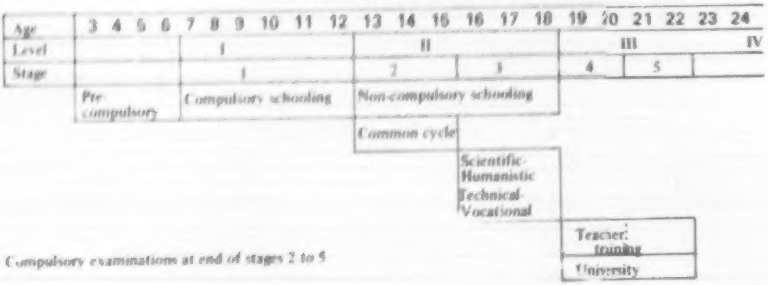
Finance. The major source of finance for education is that portion of the national budget allocated to the Ministry of Education. The largest portion of the educational budget is spent on pre-primary and primary education. Some assistance is given to private educational institutions.

Structure and organization. Pre-compulsory schooling is for children of 5 and 6 years of age. Primary school lasts six years and is in two cycles—the first is general; the second more specialized. Promotion is based on attendance and continuous assessment.

Intermediate school is in two cycles of three years each and is for 13- to 18-year-old children. The first cycle is a common one; the second cycle has two main options—scientific-humanistic and technical-professional, the latter with three streams: industrial, commercial and agricultural.

Promotion is based on continuous assessment in each subject. At the end of each cycle there is a national external examination. The *bachiller* is awarded on the basis of the external examination and an assessment of work. Vocational courses can be followed either after primary school or the first cycle of intermediate school. Higher

Structure of the education system in Paraguay


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Level
I
II
III
IV
Stage
1
2
3
4
5
Pre-compulsory
Compulsory schooling
Non-compulsory schooling
Common cycle
Scientific-Humanistic
Technical-Vocational
Teacher training
University

Compulsory examinations at end of stages 2 to 5

education is provided in universities or other institutions such as the Higher Institute of Education. There are two universities: the National University; and the private Catholic University of Our Lady of Asunción. They are autonomous. The basic entrance requirement is the title of *bachiller*. A degree of *licenciado* is awarded usually after three or four years' study.

Curricula. For all levels, except higher education, the Curriculum Department in the ministry is in charge of the design and development of curricula.

Primary education and the first cycle of intermediate education are treated as one block. The aim is basic knowledge, skills and social development. Apart from the core subjects—language (Spanish and the native language—*guariní*), mathematics and civic education—the curriculum provides for science, arts, physical education and practical subjects.

The second block (second cycle of intermediate education) has a common core and options. All subjects are in four categories: instrumental, humanistic, scientific and practical. The timetable has thirty-six lessons a week.

Teacher education. Since 1974 teacher training for any level is part of higher education. After two years' successful study in a teacher training school, regional centre or private school, the title of *maestro normalista* is awarded. After two further years at university faculties of philosophy or institute of science the title of *profesor de educación media* (secondary education teacher) is awarded.

All courses contain academic, vocational and specialist subjects, as well as teacher practice. The Higher Institute of Education, reorganized in 1975, conducts research, offers in-service courses, etc. Secondary school-teachers are appointed by decree of the National Executive after nomination by the head of a school. There are several grades depending on the qualifications held; salaries vary accordingly.

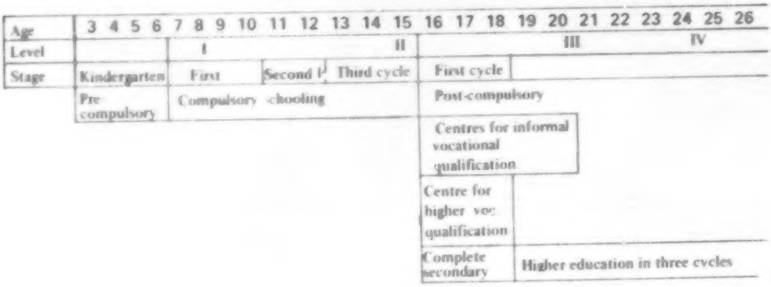
PERU

General aims. Education is free and the right of the whole population. It serves to develop a critical consciousness, which is needed to overcome dependence on other nations, to sustain the self-reliance of the nation, liberate the people's creative and expressive capacities, and emphasize the dignity of work.

Students, parents and the local community are encouraged to participate in the management of education and, in this way, the needs of people in all regions are to be met. Recreation, physical education and sports are available to all and these activities are designed to enhance the psychological and physical health of the people, and to develop their capacities for creative work and solidarity.

Administration. Educational policies are formulated and adopted as law at the national level; they are implemented by the Ministry of Education. The minister is advised by the National Institute for Grants and Loans *(Instituto Nacional de Becas y Crédito*

Structure of the education system in Peru


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
Kindergarten
First
Second
Third cycle
First cycle
Pre compulsory
Compulsory schooling
Post-compulsory
Centres for informal vocational qualification
Centre for higher voc qualification
Complete secondary
Higher education in three cycles

Educativo) which has an overview of local educational issues. There are nine regions each with a director of education responsible to the Ministry of Education.

The implementation of policy at local level is the responsibility of community education units *(núcleo educativo comunal)*. They manage schooling locally and consult with students, heads of families, teachers and workers regarding educational decisions.

Structure and organization. Pre-primary education is free. Education is free and compulsory for children aged between 6 and 15 years. Education at all levels is provided by both State and private organizations. There are three cycles of basic education. Pupils are promoted to the next grade in the regular school system when they have acquired the necessary experience and knowledge associated with their grade. Entry to the first stage of higher education is open to all who have completed basic education. Higher education is also divided into three stages which lead to the acquisition of the *bachillerate*, the *licenciado*, mastership and the doctorate. The first stage is provided in centres of higher vocational education. The later stages take place in universities.

Centres for informal vocational qualification provide in-service training for employees, training for apprentices aged 14-20 and for the self-employed, unemployed and under-employed. Worker education is of the same standard as regular basic schooling and is provided for adolescents and adults over the age of 15 who have not received schooling in the regular system.

Curricula. Pre-school education is designed to encourage communication and socio-emotional development. Basic education aims to help pupils to develop the skills, knowledge and values needed to discover and transform reality. The subjects studied include: language, mathematics, social sciences, natural sciences, physical education, community development and worker training.

In higher education the acquisition of both theoretical and practical knowledge is stressed. Subjects studied in the first cycle are: mathematics, language, social science, natural science, artistic appreciation, civic and military education, physical education and vocational studies. Emphasis is given to programmes related to: economic and social development; agriculture; administration and accountancy; electrical, electronic and mechanical engineering; education; fishing; visual arts; petroleum studies; surveying; health; metallurgy and minerals.

Adult education in rural areas is conducted in the local language.

Teacher education. There are both State and private teacher-training centres. Teacher training courses last four years and include general education, basic and special professional preparation, and practical training. Fourth-year students engage in full-time teaching whilst completing their training.

Retraining courses are the responsibility of National Institute for Research and Development in Education. There are three grades of teacher, each with a different salary scale.

VENEZUELA

General aims. The Constitution states that the aim of education is to help the country to achieve its historical destiny and a democratic way of life. Education at all levels is free and is compulsory at the primary level.

Education seeks to improve democracy, encourage innovation and foster autonomous development. Parents are encouraged to take an active part in their children's education. At the higher levels stress is placed on research and encouraging the diversity of work.

Administration. Educational policy is formulated at national level by the legislative bodies. It is the responsibility of the Ministry of Education to co-operate in its formulation and to issue decrees, resolutions and circulars for policy adoption and implementation at all levels.

A centralized system of control exists to plan and co-ordinate policies, prescribe curricula, approve textbooks, publish syllabuses, recognize and accredit teachers, and provide finance, etc. Supervisors ensure policy is implemented and assist with administrative and academic duties.

The country is divided into educational regions. Regional offices of education implement the ministry's general policy, modifying and interpreting it in the light of local needs. Each region is divided into zones which in turn are divided into districts.

At the national level, the National University Council, the National Council for Higher Education and the Commission for Adult Education have advisory functions and make recommendations on all relevant matters. The universities are autonomous.

Finance. The major source of finance is that portion of the national budget allocated to the Ministry of Education. In addition there exists a fund, under the control of the *Fundación Mariscal de Ayacucho*, to provide grants to students in higher education. At present 11,000 students at home and abroad receive subsidies to follow courses mainly in sciences and technology at graduate and post-graduate levels.

Structure and organization. Pre-compulsory and compulsory schooling are largely government financed. In 1969 a basic common cycle of three years, followed by a diversified cycle of two years, was established at an intermediate level. A new scheme of nine years' compulsory schooling is under study and experimentation.

Evaluation of performance is based on continuous assessment and examination. About 60% of the final mark is based on cumulative assessment and 40% on the final internal examination.

A final leaving certificate is provided at the end of primary school. Satisfactory completion of intermediate school culiminates in the title of *bachiller*. Access to university is mainly for those successfully completing secondary school.

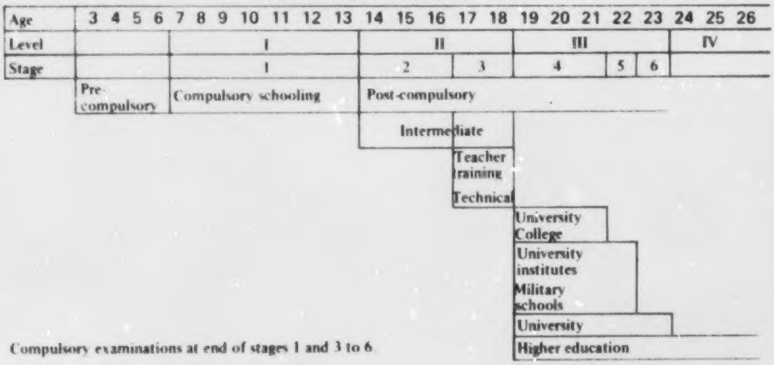
The school year runs from mid-September to July.

In addition to the traditional autonomous universities there are many other institutions: university institutes, military schools, university colleges and experimental universities.

Curricula. The national educational development plan provides for a constant review of the curriculum and a new understanding of the role of teachers, who should no longer be considered as mere transmitters of knowledge.

The primary school timetable covers: language and literature, mathematics, science, social studies, art, craft and home education, and physical education. The timetable covers twenty-five hours per week. In intermediate education the curriculum includes: language and literature, mathematics, geography and history, biological sciences, chemistry, physics, English, moral and civic training, and physical education. In the diversified cycle there is a common core of language and literature, mathematics,

Structure of the education system in Venezuela


Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
Level
I
II
III
IV
Stage
1
2
3
4
5
6
Pre-compulsory
Compulsory schooling
Post-compulsory
Intermediate
Teacher training
Technical
University College
University institutes
Military schools
University
Higher education

Compulsory examinations at end of stages 1 and 3 to 6 history, English, physical education and the geography of Venezuela. In addition there are specialist and optional subjects. Among the latter are art, music, statistics, crafts, photography, drama, etc. The timetable includes an average of twenty-eight teaching hours weekly and a great amount of guidance and counselling work takes place in the third year.

A curriculum centre is attached to the planning directorate in the Ministry of Education. Because of its location, it has been able to work closely with the ministry's research department. To help in planning, an office has been established in each of the educational regions.

Teacher education. There are three main institutions for the preparation of teachers. Teacher training schools at intermediate level prepare teachers for primary schools. The course lasts for five years in two parts. The first one corresponds to the first cycle of the intermediate schools and lasts three years, covering the academic or general subjects. The second one lasts two years and covers professional training and practice.

Under a scheme implemented in 1969, those who succeed in both the examination and the teaching practice are awarded the title of *bachiller normal*, becoming in this way *maestros*, a traditional name for those who teach in primary school.

University institutes of education prepare teachers for the intermediate schools. The length of training is usually four years. The title *profesor* is awarded to successful students.

Schools of education in the universities give similar training to that provided in the university institutes of education. The degree of *licenciado* enables students to teach in intermediate schools.

In addition to these three institutions, the In-service Training Institute for Teachers *(Instituto de Mejoramiento Profesional del Magisterio)* provides practising but untrained teachers at primary and intermediate schools, who have three or more years service, with an opportunity to secure a teaching qualification. This is done through part-time vacation and correspondence courses. In-service courses for trained *maestros* and *profesores* are also provided.

In higher education, the *concurso* is the main entry requirement for teacher training. A basic requirement is a university degree or equivalent qualification awarded by an institute of higher education.

Statistical appendix

The data given in the following tables have been prepared by the Unesco Office of Statistics. Countries are presented in the same order as in the preceding section and readers wishing to consult the description and statistical data in parallel are referred to the Contents page at the front of the book.

Your attention is drawn to the notes printed at the end of the appendix which clarify particular points on particular countries, while the following general notes apply to all the data:

1. Owing to the rounding of figures, the percentage distributions of enrolments by level and sex do not always correspond exactly to the sums of their component items.
2. The school-age population given in the tables is 6 to 17 years.
3. The following symbols are used:
   - – Magnitude nil;
   - 0 Magnitude less than half of unit employed;
   - ... Data not available;
   - * Provisional or estimated;
   - ./. Data included elsewhere with another category.

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BURUNDI	1960	1970	1975
1. TOTAL POPULATION (000)	2 907	3 350	3 764
% FEMALE	51	51	51
2. SCHOOL-AGE POPULATION (000)	825	953	1 062
% FEMALE	50	50	50
3. ENROLMENT, ALL LEVELS	...	191 468	145 994
% FEMALE	...	33	38
FIRST LEVEL	...	181 758	129 597
% FEMALE	...	33	39
SECOND LEVEL	...	9 244	15 395
% FEMALE	...	27	32
THIRD LEVEL	-	466	1 002
% FEMALE	-	6	11
4. TEACHERS, ALL LEVELS	...	5 881	...
% FEMALE	...	25	...
FIRST LEVEL	...	4 955	4 209
% FEMALE	...	26	43
SECOND LEVEL	...	824	916
% FEMALE	...	23	...
THIRD LEVEL	-	102	223
% FEMALE	-	7	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) FRANCS	236 000	478 670	721 831
AS % OF GNP	2.2	2.6	2.4
6. % ENROLMENT (MF) BY LEVEL	...	100	100
FIRST LEVEL	...	95	89
SECOND LEVEL	...	5	11
THIRD LEVEL	...		1
% ENROLMENT (F) BY LEVEL	...	100	100
FIRST LEVEL	...	96	91
SECOND LEVEL	...	4	9
THIRD LEVEL	...		
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:7	6:7	6:6
SECOND LEVEL EDUCATION	13:6	13:6	12:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	...	35	22
SECOND LEVEL	...	2	3
THIRD LEVEL	-	0.16	0.31
ENROLMENT RATIOS (F)			
FIRST LEVEL	...	23	17
SECOND LEVEL	...	1	2
THIRD LEVEL	-	0.02	0.07

CENTRAL AFRICAN EMPIRE	1960	1970	1975
1. TOTAL POPULATION (000)	1 325	1 611	1 789
% FEMALE	53	52	52
2. SCHOOL-AGE POPULATION (000)	368	449	505
% FEMALE	50	50	50
3. ENROLMENT, ALL LEVELS	69 619	187 676	...
% FEMALE	19	32	...
FIRST LEVEL	67 510	176 300	221 412
% FEMALE	19	33	36
SECOND LEVEL	2 109	11 288	23 895
% FEMALE	16	19	18
THIRD LEVEL	-	88	555
% FEMALE	-	3	5
4. TEACHERS, ALL LEVELS	1 252	3 314	...
% FEMALE	14	...	...
FIRST LEVEL	1 161	2 784	3 329
% FEMALE	12	17	18
SECOND LEVEL	*91	524	...
% FEMALE	*40	...	...
THIRD LEVEL	-	6	85
% FEMALE	-	-	24
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) FRANCS C.F.A.	...	1 859 200	2 606 032
AS % OF GNP	...	3.1	3.9
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	97	94	...
SECOND LEVEL	3	6	...
THIRD LEVEL	-	0	...
% ENROLMENT (F) BY LEVEL	100	100	...
FIRST LEVEL	97	96	...
SECOND LEVEL	3	4	...
THIRD LEVEL	-	0	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	5:6	5:6	6:6
SECOND LEVEL EDUCATION	11:7	11:7	12:7
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	32	69	79
SECOND LEVEL	1	5	9
THIRD LEVEL	-	0.06	0.35
ENROLMENT RATIOS (F)			
FIRST LEVEL	12	44	56
SECOND LEVEL	0.31	2	3
THIRD LEVEL	-	0.00	0.03

CHAD	1960	1970	1975
1. TOTAL POPULATION (000)	3 137	3 639	3 946
% FEMALE	51	51	51
2. SCHOOL-AGE POPULATION (000)	833	971	1 052
% FEMALE	50	50	51
3. ENROLMENT, ALL LEVELS	73 997	...	*230 047
% FEMALE	11	...	...
FIRST LEVEL	72 240	183 250	*212 983
% FEMALE	11	25	*26
SECOND LEVEL	1 757	10 556	16 517
% FEMALE	*7	8	...
THIRD LEVEL	-	-	547
% FEMALE	-	-	5
4. TEACHERS, ALL LEVELS	876	...	...
% FEMALE	...	...	...
FIRST LEVEL	*789	*2 824	*2 512
% FEMALE	*4	*5	*5
SECOND LEVEL	*87	...	...
% FEMALE	...	...	...
THIRD LEVEL	-	-	...
% FEMALE	-	-	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) FRANCS C.F.A.	515 846	1 943 114	22 972 000
AS % OF GNP	1.2	2.6	2.1
6. % ENROLMENT (MF) BY LEVEL	100	100	*100
FIRST LEVEL	98	...	*93
SECOND LEVEL	2	...	*7
THIRD LEVEL	-	...	
% ENROLMENT (F) BY LEVEL	100	...	*100
FIRST LEVEL	98	...	...
SECOND LEVEL	2	...	...
THIRD LEVEL	-	-	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	6:6
SECOND LEVEL EDUCATION	12:7	12:7	12:7
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	16	37	38
SECOND LEVEL	0.42	2	3
THIRD LEVEL	-	-	0.16
ENROLMENT RATIOS (F)			
FIRST LEVEL	4	18	19
SECOND LEVEL	0.04	0.30	...
THIRD LEVEL	-	-	0.02

CONGO	1960	1970	1975
1. TOTAL POPULATION (000)	969	1 191	1 345
% FEMALE	52	52	51
2. SCHOOL-AGE POPULATION (000)	270	330	371
% FEMALE	50	49	50
3. ENROLMENT, ALL LEVELS	122 281	277 156	424 460
% FEMALE	...	42	44
FIRST LEVEL	115 950	241 101	319 101
% FEMALE	34	44	47
SECOND LEVEL	5 961	34 267	102 110
% FEMALE	28	30	36
THIRD LEVEL	370	1 788	3 249
% FEMALE	...	5	10
4. TEACHERS, ALL LEVELS	...	5 052	8 012
% FEMALE	...	*17	15
FIRST LEVEL	2 201	3 898	5 434
% FEMALE	*15	*15	17
SECOND LEVEL	297	1 037	2 413
% FEMALE	*29	22	11
THIRD LEVEL	...	117	165
% FEMALE	...	21	15
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) FRANCS C.F.A.	...	4 373 238	12 752 237
AS % OF GNP	...	5.7	8.2
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	95	87	75
SECOND LEVEL	5	12	24
THIRD LEVEL		1	1
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	...	91	80
SECOND LEVEL	...	9	20
THIRD LEVEL	...		
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	6:6
SECOND LEVEL EDUCATION	12:7	12:7	12:7
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	78	133	155
SECOND LEVEL	4	19	52
THIRD LEVEL	0.44	1.69	2.78
ENROLMENT RATIOS (F)			
FIRST LEVEL	53	116	143
SECOND LEVEL	2	11	37
THIRD LEVEL	...	0.16	0.54

ETHIOPIA	1960	1970	1974
1. TOTAL POPULATION (000)	19 738	24 854	27 439
% FEMALE	51	51	51
2. SCHOOL-AGE POPULATION (000)	5 797	7 281	8 015
% FEMALE	50	50	50
3. ENROLMENT, ALL LEVELS	234 590	*795 133	...
% FEMALE	23	*30	...
FIRST LEVEL	224 017	655 427	959 272
% FEMALE	24	31	32
SECOND LEVEL	9 689	*135 163	...
% FEMALE	11	*25	...
THIRD LEVEL	884	4 543	...
% FEMALE	5	8	...
4. TEACHERS, ALL LEVELS	*7 725	18 906	...
% FEMALE	*16	13	...
FIRST LEVEL	*6 761	13 514	...
% FEMALE	*15	12	...
SECOND LEVEL	*828	4 876	...
% FEMALE	*23	16	...
THIRD LEVEL	136	516	...
% FEMALE	4	14	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) BIRRS	19 358	122 180	140 941
AS % OF GNP	0.8	2.8	2.5
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	95	*82	...
SECOND LEVEL	4	*17	...
THIRD LEVEL		*1	...
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	98	86	...
SECOND LEVEL	2	14	...
THIRD LEVEL			...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:8	7:6	7:6
SECOND LEVEL EDUCATION	14:4	13:6	13:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	5	17	23
SECOND LEVEL	1	4	...
THIRD LEVEL	0.05	0.21	...
ENROLMENT RATIOS (F)			
FIRST LEVEL	3	11	14
SECOND LEVEL	0.13	2	...
THIRD LEVEL	0.00	0.03	...

GABUN	1960	1970	1975
1. TOTAL POPULATION (000)	471	499	520
% FEMALE	51	51	51
2. SCHOOL-AGE POPULATION (000)	104	112	116
% FEMALE	47	46	47
3. ENROLMENT, ALL LEVELS	59 856	110 780	152 108
% FEMALE	*37	46	47
FIRST LEVEL	56 924	100 625	128 552
% FEMALE	38	48	49
SECOND LEVEL	2 932	9 983	22 542
% FEMALE	*16	29	35
THIRD LEVEL	-	172	1 014
% FEMALE	-	15	20
4. TEACHERS, ALL LEVELS	*1 451	...	...
% FEMALE	*20	...	...
FIRST LEVEL	*1 282	2 211	2 664
% FEMALE	*18	15	20
SECOND LEVEL	*169	512	1 016
% FEMALE	*35	28	...
THIRD LEVEL	-	...	...
% FEMALE	-	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) FRANCS C.F.A.	...	2 758 603	8 593 088
AS % OF GNP	...	3.2	2.8
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	95	91	85
SECOND LEVEL	5	9	15
THIRD LEVEL	-		1
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	*98	94	89
SECOND LEVEL	*2	6	11
THIRD LEVEL	-		
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	6:6
SECOND LEVEL EDUCATION	12:7	12:7	12:7
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	100	164	202
SECOND LEVEL	5	15	33
THIRD LEVEL	-	0.41	2.33
ENROLMENT RATIOS (F)			
FIRST LEVEL	76	156	197
SECOND LEVEL	2	9	23
THIRD LEVEL	-	0.12	0.94

GHANA	1960	1970	1975
1. TOTAL POPULATION (000)	6 775	8 627	9 873
% FEMALE	50	50	50
2. SCHOOL-AGE POPULATION (000)	2 002	2 635	3 166
% FEMALE	50	49	50
3. ENROLMENT, ALL LEVELS	*696 009	1 524 563	...
% FEMALE	*33	42	...
FIRST LEVEL	664 332	1 419 838	1 157 303
% FEMALE	33	43	43
SECOND LEVEL	*30 176	99 299	556 180
% FEMALE	*21	28	38
THIRD LEVEL	1 501	5 426	9 079
% FEMALE	11	14	16
4. TEACHERS, ALL LEVELS	*23 346	54 701	...
% FEMALE	*21	25	...
FIRST LEVEL	21 171	47 957	38 381
% FEMALE	22	27	33
SECOND LEVEL	*1 895	5 842	25 142
% FEMALE	*18	17	22
THIRD LEVEL	280	902	1 103
% FEMALE	8	9	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) CEDIS	32 740	95 430	309 024
AS % OF GNP	3.8	4.3	5.1
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	*95	93	...
SECOND LEVEL	*4	7	...
THIRD LEVEL			...
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	*97	96	...
SECOND LEVEL	*3	4	...
THIRD LEVEL			...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:10	6:6
SECOND LEVEL EDUCATION	12:8	16:6	12:7
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	59	61	72
SECOND LEVEL	3	11	44
THIRD LEVEL	0.24	0.79	1.20
ENROLMENT RATIOS (F)			
FIRST LEVEL	39	53	62
SECOND LEVEL	1	6	35
THIRD LEVEL	0.05	0.20	0.39

IVORY COAST	1960	1970	1975
1. TOTAL POPULATION (000)	3 432	4 310	4 885
% FEMALE	49	49	50
2. SCHOOL-AGE POPULATION (000)	961	1 206	1 385
% FEMALE	50	50	50
3. ENROLMENT, ALL LEVELS	251 279	576 347	799 363
% FEMALE	*26	34	...
FIRST LEVEL	238 772	502 865	672 707
% FEMALE	26	36	38
SECOND LEVEL	12 169	69 101	119 482
% FEMALE	*12	21	...
THIRD LEVEL	338	4 381	7 174
% FEMALE	11	14	17
4. TEACHERS, ALL LEVELS	...	*14 669	...
% FEMALE	...	...	...
FIRST LEVEL	5 867	11 170	15 358
% FEMALE	*15	13	12
SECOND LEVEL	...	*3 279	...
% FEMALE			
THIRD LEVEL	42	220	...
% FEMALE	19	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) FRANCS C.F.A.	5 967 500	26 077 402	56 627 000
AS % OF GNP	4.5	6.7	7.3
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	95	87	84
SECOND LEVEL	5	12	15
THIRD LEVEL		1	1
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	*98	92	...
SECOND LEVEL	*2	7	...
THIRD LEVEL			...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	6:6
SECOND LEVEL EDUCATION	12:7	12:7	12:7
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	46	76	87
SECOND LEVEL	2	11	17
THIRD LEVEL	0.11	1.18	1.74
ENROLMENT RATIOS (F)			
FIRST LEVEL	24	55	66
SECOND LEVEL	1	5	...
THIRD LEVEL	0.02	0.33	0.59

MALAWI	1960	1970	1975
1. TOTAL POPULATION (000)	3 563	4 360	4 909
% FEMALE	51	51	51
2. SCHOOL-AGE POPULATION (000)	1 008	1 247	1 396
% FEMALE	50	50	50
3. ENROLMENT, ALL LEVELS	288 346	375 268	659 568
% FEMALE	36	*37	...
FIRST LEVEL	285 163	362 561	641 709
% FEMALE	36	37	40
SECOND LEVEL	3 183	11 727	16 711
% FEMALE	23	*27	...
THIRD LEVEL	-	980	1 148
% FEMALE	-	18	12
4. TEACHERS, ALL LEVELS	7 207	*9 251	11 710
% FEMALE	15	*24	...
FIRST LEVEL	6 974	8 382	10 588
% FEMALE	15	24	...
SECOND LEVEL	233	*722	972
% FEMALE	21	*33	...
THIRD LEVEL	-	147	150
% FEMALE	-	13	9
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) KWACHAS	2 406	10 804	13 052
AS % OF GNP	1.9	4.0	2.0
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	99	97	97
SECOND LEVEL	1	3	3
THIRD LEVEL	-		
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	99	*98	...
SECOND LEVEL	1	*2	...
THIRD LEVEL	-		...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	7:5	5:8	5:8
SECOND LEVEL EDUCATION	12:6	13:6	13:4
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	63	40	63
SECOND LEVEL	1	2	4
THIRD LEVEL	-	0.26	0.27
ENROLMENT RATIOS (F)			
FIRST LEVEL	45	29	50
SECOND LEVEL	0.31	1	...
THIRD LEVEL	-	0.09	0.06

MALI	1960	1970	1975
1. TOTAL POPULATION (000)	4 089	5 047	5 696
% FEMALE	50	50	50
2. SCHOOL-AGE POPULATION (000)	1 182	1 455	1 630
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	69 538	239 054	310 794
% FEMALE	27	34	*34
FIRST LEVEL	64 902	203 703	252 393
% FEMALE	28	36	36
SECOND LEVEL	4 636	34 620	55 465
% FEMALE	17	22	*26
THIRD LEVEL	-	731	2 936
% FEMALE	-	11	10
4. TEACHERS, ALL LEVELS	1 778	7 479	...
% FEMALE	*17	18	...
FIRST LEVEL	1 456	5 086	6 213
% FEMALE	*15	19	18
SECOND LEVEL	322	2 242	...
% FEMALE	*26	17	...
THIRD LEVEL	-	151	...
% FEMALE	-	7	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) FRANCS	1 312 350	6 498 257	11 670 222
AS % OF GNP	2.0	4.0	4.7
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	93	85	81
SECOND LEVEL	7	14	18
THIRD LEVEL	-		1
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	96	91	*86
SECOND LEVEL	4	9	*14
THIRD LEVEL	-		
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	6:6
SECOND LEVEL EDUCATION	12:6	12:6	12:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	10	26	28
SECOND LEVEL	1	5	7
THIRD LEVEL	-	0.16	0.59
ENROLMENT RATIOS (F)			
FIRST LEVEL	6	18	20
SECOND LEVEL	0.30	2	4
THIRD LEVEL	-	0.03	0.12

MAURITIUS	1960	1970	1975
1. TOTAL POPULATION (000)	662	823	899
% FEMALE	50	50	50
2. SCHOOL-AGE POPULATION (000)	189	254	271
% FEMALE	48	48	48
3. ENROLMENT, ALL LEVELS	136 065	...	219 116
% FEMALE	45	...	47
FIRST LEVEL	112 380	150 402	150 573
% FEMALE	47	49	49
SECOND LEVEL	23 608	...	67 447
% FEMALE	32	...	43
THIRD LEVEL	77	1 975	1 096
% FEMALE	-	5	14
4. TEACHERS, ALL LEVELS	4 198	...	8 070
% FEMALE	46	...	...
FIRST LEVEL	3 104	4 731	5 791
% FEMALE	50	*41	...
SECOND LEVEL	1 073	...	2 124
% FEMALE	33	...	...
THIRD LEVEL	21	...	155
% FEMALE	-	...	6
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) RUPEES	23 249	38 818	144 000
AS % OF GNP	3.6	3.7	4.4
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	83	...	69
SECOND LEVEL	17	...	31
THIRD LEVEL		...	1
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	87	...	71
SECOND LEVEL	13	...	28
THIRD LEVEL	-	...	
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	5:6	5:6	5:6
SECOND LEVEL EDUCATION	11:7	11:7	11:7
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	98	110	106
SECOND LEVEL	24	...	43
THIRD LEVEL	0.15	2.65	1.14
ENROLMENT RATIOS (F)			
FIRST LEVEL	93	107	103
SECOND LEVEL	15	...	38
THIRD LEVEL	-	0.25	0.31

NIGERIA	1960	1970	1974
1. TOTAL POPULATION (000)	43 541	55 072	61 348
% FEMALE	51	51	51
2. SCHOOL-AGE POPULATION (000)	12 822	16 411	18 208
% FEMALE	50	50	50
3. ENROLMENT, ALL LEVELS	...	3 887 952	...
% FEMALE	...	36	...
FIRST LEVEL	2 912 618	3 515 827	...
% FEMALE	37	37	...
SECOND LEVEL	166 765	356 565	...
% FEMALE	21	32	...
THIRD LEVEL	...	15 560	30 297
% FEMALE	...	15	17
4. TEACHERS, ALL LEVELS	...	...	...
% FEMALE	...	...	...
FIRST LEVEL	96 807	103 152	...
% FEMALE	20	24	...
SECOND LEVEL	8 744	16 794	...
% FEMALE	20	18	...
THIRD LEVEL	...	...	3 962
% FEMALE	...	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) NAIRAS	46 542	132 648	*601 795
AS % OF GNP	2.0	2.5	4.3
6. % ENROLMENT (MF) BY LEVEL	100	100	...
FIRST LEVEL	...	90	...
SECOND LEVEL	...	9	...
THIRD LEVEL	...		...
% ENROLMENT (F) BY LEVEL	100	100	...
FIRST LEVEL	...	92	...
SECOND LEVEL	...	8	...
THIRD LEVEL	...		...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:7	6:7	6:6
SECOND LEVEL EDUCATION	13:7	13:7	12:5
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	36	34	...
SECOND LEVEL	3	4	...
THIRD LEVEL	...	0.32	0.48
ENROLMENT RATIOS (F)			
FIRST LEVEL	27	25	...
SECOND LEVEL	1	3	...
THIRD LEVEL	...	0.09	0.15

SIERRA LEONE	1960	1970	1975
1. TOTAL POPULATION (000)	2 135	2 644	2 982
% FEMALE	50	50	50
2. SCHOOL-AGE POPULATION (000)	602	755	847
% FEMALE	50	50	49
3. ENROLMENT, ALL LEVELS	94 012	202 274	258 030
% FEMALE	34	38	38
FIRST LEVEL	86 224	166 107	205 910
% FEMALE	34	40	40
SECOND LEVEL	7 486	35 012	50 478
% FEMALE	32	28	32
THIRD LEVEL	302	1 155	1 642
% FEMALE	11	16	16
4. TEACHERS, ALL LEVELS	*2 988	...	9 258
% FEMALE	*34	...	21
FIRST LEVEL	2 414	5 265	6 373
% FEMALE	35	...	24
SECOND LEVEL	*524	*1 680	2 596
% FEMALE	*32	*28	35
THIRD LEVEL	50	...	289
% FEMALE	6	...	13
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) LEONES	4 355	10 926	18 336
AS % OF GNP	...	3.2	3.2
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	92	82	80
SECOND LEVEL	8	17	20
THIRD LEVEL		1	1
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	92	87	83
SECOND LEVEL	8	13	16
THIRD LEVEL			
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:7	5:7	5:7
SECOND LEVEL EDUCATION	13:7	12:7	12:7
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	23	34	37
SECOND LEVEL	3	9	11
THIRD LEVEL	0.16	0.50	0.63
ENROLMENT RATIOS (F)			
FIRST LEVEL	15	27	29
SECOND LEVEL	2	5	7
THIRD LEVEL	0.04	0.16	0.20

UNITED REPUBLIC OF CAMEROON	1960	1970	1975
1. TOTAL POPULATION (000)	4 947	5 836	6 433
% FEMALE	51	51	51
2. SCHOOL-AGE POPULATION (000)	1 335	1 594	1 749
% FEMALE	50	50	50
3. ENROLMENT, ALL LEVELS	*483 645	1 002 385	1 273 903
% FEMALE	*32	41	43
FIRST LEVEL	467 970	923 234	1 122 900
% FEMALE	*33	43	45
SECOND LEVEL	*15 675	76 461	143 812
% FEMALE	*17	29	33
THIRD LEVEL	-	2 690	7 191
% FEMALE	-	8	15
4. TEACHERS, ALL LEVELS	...	...	...
% FEMALE	...	...	...
FIRST LEVEL	*9 957	*19 359	22 209
% FEMALE	...	...	14
SECOND LEVEL	...	...	4 858
% FEMALE	...	...	20
THIRD LEVEL	-	220	...
% FEMALE	-	10	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) FRANCS C.F.A.	...	10 463 635	21 924 800
AS % OF GNP	...	3.8	4.5
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	*97	92	88
SECOND LEVEL	*3	8	11
THIRD LEVEL	-		1
% ENROLMENT (F) BY LEVEL	*100	100	100
FIRST LEVEL	*98	95	91
SECOND LEVEL	*2	5	9
THIRD LEVEL	-		
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	6:6
SECOND LEVEL EDUCATION	12:7	12:7	12:7
8. ENROLMENT-RATIOS (MF)			
FIRST LEVEL	65	107	119
SECOND LEVEL	2	9	15
THIRD LEVEL	-	0.53	1.29
ENROLMENT RATIOS (F)			
FIRST LEVEL	43	91	106
SECOND LEVEL	1	5	10
THIRD LEVEL	-	0.08	0.38

UPPER VOLTA	1960	1970	1975
1. TOTAL POPULATION (000)	4 399	5 383	6 032
% FEMALE	50	50	50
2. SCHOOL-AGE POPULATION (000)	1 244	1 522	1 718
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	59 553	116 251	158 471
% FEMALE	29	36	36
FIRST LEVEL	56 598	105 351	141 177
% FEMALE	29	36	37
SECOND LEVEL	2 955	10 717	16 227
% FEMALE	27	28	32
THIRD LEVEL	-	183	1 067
% FEMALE	-	15	20
4. TEACHERS, ALL LEVELS	1 345	*2 874	3 981
% FEMALE	23	...	...
FIRST LEVEL	1 196	*2 370	2 997
% FEMALE	19	*16	18
SECOND LEVEL	149	474	818
% FEMALE	51	...	...
THIRD LEVEL	-	30	166
% FEMALE	-	...	13
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) FRANCS C.F.A.	850 102	2 105 000	3 171 371
AS % OF GNP	1.5	2.3	2.2
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	95	91	89
SECOND LEVEL	5	9	10
THIRD LEVEL	-		1
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	95	93	91
SECOND LEVEL	5	7	9
THIRD LEVEL	-		
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	7:6
SECOND LEVEL EDUCATION	12:7	12:7	13:7
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	8	13	15
SECOND LEVEL	0.45	1	2
THIRD LEVEL	-	0.04	0.20
ENROLMENT RATIOS (F)			
FIRST LEVEL	5	9	12
SECOND LEVEL	0.25	1	1
THIRD LEVEL	-	0.01	0.08

ALGERIA	1960	1970	1976
1. TOTAL POPULATION (000)	10 800	14 329	17 362
% FEMALE	50	51	51
2. SCHOOL-AGE POPULATION (000)	3 089	4 420	5 565
% FEMALE	50	49	49
3. ENROLMENT, ALL LEVELS	...	*2 149 014	3 452 955
% FEMALE	...	*36	39
FIRST LEVEL	787 602	*1 887 148	2 785 264
% FEMALE	40	*38	41
SECOND LEVEL	119 669	242 335	615 267
% FEMALE	38	28	34
THIRD LEVEL	...	19 531	52 424
% FEMALE	...	21	23
4. TEACHERS, ALL LEVELS	...	...	...
% FEMALE	...	...	...
FIRST LEVEL	20 568	*47 178	70 498
% FEMALE	57	*26	...
SECOND LEVEL	6 534	11 487	...
% FEMALE	29	*42	...
THIRD LEVEL	...	...	5 366
% FEMALE	...	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) DINARS	...	1 316 111	3 131 083
AS % OF GNP	...	5.9	6.1
6. % ENROLMENT (MF) BY LEVEL	100	*100	100
FIRST LEVEL	...	*88	81
SECOND LEVEL	...	*11	18
THIRD LEVEL	...	*1	2
% ENROLMENT (F) BY LEVEL	100	*100	100
FIRST LEVEL	...	*91	84
SECOND LEVEL	...	*9	16
THIRD LEVEL	...	*1	1
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	6:6
SECOND LEVEL EDUCATION	12:7	12:7	12:7
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	46	75	90
SECOND LEVEL	8	11	22
THIRD LEVEL	...	1.70	3.81
ENROLMENT RATIOS (F)			
FIRST LEVEL	37	57	75
SECOND LEVEL	6	6	15
THIRD LEVEL	...	0.69	1.70

BAHRAIN	1960	1970	1974
1. TOTAL POPULATION (000)	160	215	243
% FEMALE	...	...	...
2. SCHOOL-AGE POPULATION (000)	...	...	...
% FEMALE	...	...	...
3. ENROLMENT, ALL LEVELS	...	52 652	62 708
% FEMALE	...	*42	45
FIRST LEVEL	18 973	38 711	43 965
% FEMALE	33	*42	43
SECOND LEVEL	1 538	13 652	18 074
% FEMALE	16	*41	47
THIRD LEVEL	...	289	669
% FEMALE	...	52	50
4. TEACHERS, ALL LEVELS	...	...	...
% FEMALE	...	...	...
FIRST LEVEL	801	...	1 916
% FEMALE	31	...	45
SECOND LEVEL	105	...	...
% FEMALE	20	...	...
THIRD LEVEL	...	32	67
% FEMALE	...	38	16
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) DINARS	1 191	3 752	7 366
AS % OF GNP	...	5.8	3.4
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	...	74	70
SECOND LEVEL	...	26	29
THIRD LEVEL	...	1	1
% ENROLMENT (F) BY LEVEL	100	*100	100
FIRST LEVEL	...	*74	68
SECOND LEVEL	...	*25	30
THIRD LEVEL	...	*1	3.4
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	7:6	6:6	6:6
SECOND LEVEL EDUCATION	13:4	12:5	12:5
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	...	...	...
SECOND LEVEL	...	...	...
THIRD LEVEL	...	...	...
ENROLMENT RATIOS (F)			
FIRST LEVEL	...	...	...
SECOND LEVEL	...	...	...
THIRD LEVEL	...	...	...

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EGYPT	1960	1970	1974
1. TOTAL POPULATION (000)	25 928	33 329	36 683
% FEMALE	50	50	50
2. SCHOOL-AGE POPULATION (000)	7 485	9 781	10 774
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	3 353 401	5 476 457	6 536 441
% FEMALE	36	36	...
FIRST LEVEL	2 683 750	3 794 911	4 145 454
% FEMALE	39	38	*38
SECOND LEVEL	558 900	1 448 242	1 982 752
% FEMALE	26	42	...
THIRD LEVEL	110 751	233 304	408 235
% FEMALE	17	26	29
4. TEACHERS, ALL LEVELS	...	172 154	192 189
% FEMALE	...	...	...
FIRST LEVEL	*69 591	*99 918	*103 600
% FEMALE	*38	*53	*51
SECOND LEVEL	*36 402	57 986	69 470
% FEMALE	*19	24	28
THIRD LEVEL	...	14 250	19 119
% FEMALE	...	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) POUNDS	59 399	145 030	217 317
AS % OF GNP	4.1	4.8	5.5
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	80	69	63
SECOND LEVEL	17	26	30
THIRD LEVEL	3	4	6
% ENROLMENT (F) BY LEVEL	100	100	*100
FIRST LEVEL	86	73	...
SECOND LEVEL	12	24	...
THIRD LEVEL	2	3	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	5:6	6:6
SECOND LEVEL EDUCATION	12:6	11:6	12:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	66	69	72
SECOND LEVEL	16	...	40
THIRD LEVEL	4.86	7.92	12.46
ENROLMENT RATIOS (F)			
FIRST LEVEL	52	53	55
SECOND LEVEL	9	...	...
THIRD LEVEL	1.67	4.27	7.39

IRAQ	1960	1970	1975
1. TOTAL POPULATION (000)	6 846	9 356	11 066
% FEMALE	49	49	49
2. SCHOOL-AGE POPULATION (000)	2 104	2 880	3 424
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	925 804	1 455 268	2 382 203
% FEMALE	26	29	32
FIRST LEVEL	760 463	1 098 865	1 765 092
% FEMALE	27	29	33
SECOND LEVEL	153 081	313 972	531 000
% FEMALE	22	29	29
THIRD LEVEL	12 266	42 431	86 111
% FEMALE	23	22	33
4. TEACHERS, ALL LEVELS	30 817	64 920	93 177
% FEMALE	29	33	36
FIRST LEVEL	25 046	49 822	68 875
% FEMALE	29	34	36
SECOND LEVEL	4 649	13 276	20 501
% FEMALE	32	33	39
THIRD LEVEL	1 122	1 822	3 801
% FEMALE	15	9	20
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) DINARS	29 499	62 019	108 174
AS % OF GNP	5.8	5.6	2.9
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	82	76	74
SECOND LEVEL	17	22	22
THIRD LEVEL	1	3	4
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	85	76	76
SECOND LEVEL	14	22	20
THIRD LEVEL	1	2	4
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	6:6
SECOND LEVEL EDUCATION	12:5	12:6	12:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	65	69	93
SECOND LEVEL	19	24	35
THIRD LEVEL	2.04	5.20	8.94
ENROLMENT RATIOS (F)			
FIRST LEVEL	36	41	63
SECOND LEVEL	9	14	21
THIRD LEVEL	0.94	2.37	6.01

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JORDAN	1960	1970	1974
1. TOTAL POPULATION (000)	1 695	2 279	2 600
% FEMALE	48	49	49
2. SCHOOL-AGE POPULATION (000)	515	670	789
% FEMALE	47	48	48
3. ENROLMENT, ALL LEVELS	272 152	379 749	524 259
% FEMALE	33	41	44
FIRST LEVEL	212 488	277 619	371 631
% FEMALE	36	44	46
SECOND LEVEL	58 682	97 612	143 326
% FEMALE	24	34	40
THIRD LEVEL	982	4 518	9 302
% FEMALE	24	30	34
4. TEACHERS, ALL LEVELS	...	11 716	17 721
% FEMALE	...	41	45
FIRST LEVEL	6 225	7 150	10 418
% FEMALE	40	46	51
SECOND LEVEL	...	4 252	6 666
% FEMALE	...	34	37
THIRD LEVEL	80	314	637
% FEMALE	38	18	20
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) DINARS	3 470	8 706	13 755
AS % OF GNP	3.3	3.9	3.7
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	78	73	71
SECOND LEVEL	22	26	27
THIRD LEVEL		1	2
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	84	78	74
SECOND LEVEL	16	21	25
THIRD LEVEL		1	1
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	7:6	6:6	6:6
SECOND LEVEL EDUCATION	13:6	12:6	12:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	77	73	83
SECOND LEVEL	25	33	42
THIRD LEVEL	0.64	2.21	4.23
ENROLMENT RATIOS (F)			
FIRST LEVEL	59	66	77
SECOND LEVEL	13	24	34
THIRD LEVEL	0.32	1.42	3.00

KUWAIT	1960	1970	1975
1. TOTAL POPULATION (000)	277	760	1 085
% FEMALE	38	43	45
2. SCHOOL-AGE POPULATION (000)	53	195	302
% FEMALE	38	47	48
3. ENROLMENT, ALL LEVELS	40 848	148 933	229 190
% FEMALE	39	42	46
FIRST LEVEL	28 442	75 513	111 820
% FEMALE	42	42	46
SECOND LEVEL	12 406	70 734	109 266
% FEMALE	31	43	45
THIRD LEVEL	-	2 686	8 104
% FEMALE	-	48	57
4. TEACHERS, ALL LEVELS	2 084	9 275	16 218
% FEMALE	42	48	51
FIRST LEVEL	1 529	3 555	6 360
% FEMALE	48	55	55
SECOND LEVEL	555	5 476	9 262
% FEMALE	25	44	50
THIRD LEVEL	-	244	596
% FEMALE	-	11	28
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) DINARS	10 764	35 832	112 024
AS % OF GNP	2.7	4.2	3.2
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	70	51	49
SECOND LEVEL	30	47	48
THIRD LEVEL	-	2	4
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	76	50	49
SECOND LEVEL	24	48	47
THIRD LEVEL	-	2	4
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:4	6:4	6:4
SECOND LEVEL EDUCATION	10:8	10:8	10:8
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	117	86	90
SECOND LEVEL	37	62	60
THIRD LEVEL	-	3.60	9.32
ENROLMENT RATIOS (F)			
FIRST LEVEL	102	74	83
SECOND LEVEL	25	55	56
THIRD LEVEL	-	4.04	11.39

MOROCCO	1960	1970	1976
1. TOTAL POPULATION (000)	11 640	15 125	18 043
% FEMALE	50	50	50
2. SCHOOL-AGE POPULATION (000)	3 505	4 819	5 841
% FEMALE	50	48	49
3. ENROLMENT, ALL LEVELS	*857 099	1 490 254	...
% FEMALE	...	33	...
FIRST LEVEL	*766 383	1 175 277	1 667 773
% FEMALE	*28	34	36
SECOND LEVEL	86 051	298 880	529 027
% FEMALE	...	28	35
THIRD LEVEL	4 665	16 097	...
% FEMALE	14	17	...
4. TEACHERS, ALL LEVELS	...	...	...
% FEMALE	...	...	...
FIRST LEVEL	*18 776	34 277	40 197
% FEMALE	*23	18	21
SECOND LEVEL	...	14 680	...
% FEMALE	...	30	...
THIRD LEVEL	...	620	...
% FEMALE	...	12	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) DIRHAMS	320 000	712 045	2 290 038
AS % OF GNP	3.5	4.2	6.0
6. % ENROLMENT (MF) BY LEVEL	*100	100	100
FIRST LEVEL	*89	79	...
SECOND LEVEL	*10	20	...
THIRD LEVEL	*1	1	...
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	...	82	...
SECOND LEVEL	...	17	...
THIRD LEVEL	...	1	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:5	7:5	7:5
SECOND LEVEL EDUCATION	11:7	12:7	12:7
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	47	52	65
SECOND LEVEL	5	13	17
THIRD LEVEL	0.46	1.52	...
ENROLMENT RATIOS (F)			
FIRST LEVEL	27	36	47
SECOND LEVEL	...	7	12
THIRD LEVEL	0.13	0.48	...

OMAN	1960	1970	1975
1. TOTAL POPULATION (000)	490	660	766
% FEMALE	...	...	...
2. SCHOOL-AGE POPULATION (000)	...	...	...
% FEMALE	...	...	...
3. ENROLMENT, ALL LEVELS	-	3 478	55 990
% FEMALE	-	14	27
FIRST LEVEL	-	3 478	54 611
% FEMALE	-	14	27
SECOND LEVEL	-	-	1 379
% FEMALE	-	-	16
THIRD LEVEL	-	-	-
% FEMALE	-	-	-
4. TEACHERS, ALL LEVELS	-	196	2 263
% FEMALE	-	15	26
FIRST LEVEL	-	196	2 055
% FEMALE	-	15	27
SECOND LEVEL	-	-	208
% FEMALE	-	-	16
THIRD LEVEL	-	-	-
% FEMALE	-	-	-
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) RIALS	...	...	9 396
AS % OF GNP	...	...	1.4
6. % ENROLMENT (MF) BY LEVEL	-	100	100
FIRST LEVEL	-	100	98
SECOND LEVEL	-	-	2
THIRD LEVEL	-	-	-
% ENROLMENT (F) BY LEVEL	-	100	100
FIRST LEVEL	-	100	99
SECOND LEVEL	-	-	1
THIRD LEVEL	-	-	-
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	-	...	6:6
SECOND LEVEL EDUCATION	-	...	12:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	-	...	...
SECOND LEVEL	-	...	...
THIRD LEVEL	-	-	-
ENROLMENT RATIOS (F)			
FIRST LEVEL	-	...	...
SECOND LEVEL	-	...	...
THIRD LEVEL	-	-	-

QATAR	1960	1970	1975
1. TOTAL POPULATION (000)	45	79	92
% FEMALE	...	...	...
2. SCHOOL-AGE POPULATION (000)	...	...	...
% FEMALE	...	...	...
3. ENROLMENT, ALL LEVELS	...	19 120	34 503
% FEMALE	...	42	48
FIRST LEVEL	...	15 025	23 615
% FEMALE	...	45	48
SECOND LEVEL	318	4 095	10 109
% FEMALE	-	32	48
THIRD LEVEL	-	-	779
% FEMALE	-	-	57
4. TEACHERS, ALL LEVELS	...	1 096	2 150
% FEMALE	...	42	49
FIRST LEVEL	...	772	1 252
% FEMALE	...	46	54
SECOND LEVEL	73	324	829
% FEMALE	12	32	45
THIRD LEVEL	-	-	69
% FEMALE	-	-	19
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) RIYALS	25 881	44 829	177 124
AS % OF GNP	8.8	4.6	2.0
6. % ENROLMENT (MF) BY LEVEL	...	100	100
FIRST LEVEL	...	79	68
SECOND LEVEL	...	21	29
THIRD LEVEL	...	-	2
% ENROLMENT (F) BY LEVEL	...	100	100
FIRST LEVEL	...	84	68
SECOND LEVEL	-	16	29
THIRD LEVEL	-	-	3
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	5:6
SECOND LEVEL EDUCATION	12:6	12:6	11:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	...	...	...
SECOND LEVEL	...	...	...
THIRD LEVEL	-	-	...
ENROLMENT RATIOS (F)			
FIRST LEVEL	...	...	...
SECOND LEVEL	...	...	...
THIRD LEVEL	-	-	...

LIBYAN ARAB JAMAHIRIYA	1960	1970	1974
1. TOTAL POPULATION (000)	1 348	1 938	2 188
% FEMALE	49	48	48
2. SCHOOL-AGE POPULATION (000)	383	562	643
% FEMALE	47	48	48
3. ENROLMENT, ALL LEVELS	142 396	409 400	664 345
% FEMALE	...	34	42
FIRST LEVEL	126 226	350 225	522 473
% FEMALE	20	37	45
SECOND LEVEL	15 442	53 953	129 875
% FEMALE	9	18	31
THIRD LEVEL	728	5 222	11 997
% FEMALE	...	11	16
4. TEACHERS, ALL LEVELS	...	17 041	33 528
% FEMALE	...	20	...
FIRST LEVEL	4 319	12 304	22 842
% FEMALE	22	24	28
SECOND LEVEL	1 069	4 343	9 862
% FEMALE	9	10	13
THIRD LEVEL	...	394	824
% FEMALE	...	4	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) DINARS	1 697	56 163	128 549
AS % OF GNP	1.3	4.6	3.6
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	89	86	79
SECOND LEVEL	11	13	20
THIRD LEVEL	1	1	2
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	...	93	85
SECOND LEVEL	...	7	14
THIRD LEVEL	...		1
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	6:6
SECOND LEVEL EDUCATION	12:6	12:6	12:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	59	111	145
SECOND LEVEL	9	21	45
THIRD LEVEL	0.63	3.16	6.45
ENROLMENT RATIOS (F)			
FIRST LEVEL	24	85	135
SECOND LEVEL	2	8	28
THIRD LEVEL	...	0.73	2.17

SUDAN	1960	1970	1975
1. TOTAL POPULATION (000)	11 770	15 694	18 267
% FEMALE	49	49	49
2. SCHOOL-AGE POPULATION (000)	3 511	4 654	5 514
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	392 013	972 554	1 472 460
% FEMALE	25	36	34
FIRST LEVEL	317 680	825 620	1 169 279
% FEMALE	27	38	36
SECOND LEVEL	70 359	132 626	281 839
% FEMALE	16	28	31
THIRD LEVEL	3 974	14 308	21 342
% FEMALE	5	13	16
4. TEACHERS, ALL LEVELS	11 747	26 899	46 281
% FEMALE	...	...	...
FIRST LEVEL	7 722	17 740	31 695
% FEMALE	24	38	32
SECOND LEVEL	3 512	8 006	13 166
% FEMALE	13	18	...
THIRD LEVEL	513	1 153	1 420
% FEMALE	...	...	7
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) POUNDS	7 500	27 102	68 257
AS % OF GNP	1.9	4.5	7.3
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	81	85	79
SECOND LEVEL	18	14	19
THIRD LEVEL	1	1	1
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	88	89	82
SECOND LEVEL	12	11	17
THIRD LEVEL		1	1
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	7:4	7:6	7:6
SECOND LEVEL EDUCATION	11:8	13:6	13:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	25	33	40
SECOND LEVEL	3	7	12
THIRD LEVEL	0.38	1.05	1.35
ENROLMENT RATIOS (F)			
FIRST LEVEL	14	26	29
SECOND LEVEL	1	4	7
THIRD LEVEL	0.04	0.28	0.44

SYRIAN ARAB REPUBLIC	1960	1970	1975
1. TOTAL POPULATION (000)	4 560	6 247	7 258
% FEMALE	49	49	49
2. SCHOOL-AGE POPULATION (000)	1 316	1 889	2 222
% FEMALE	48	49	49
3. ENROLMENT, ALL LEVELS	591 719	1 295 275	1 836 013
% FEMALE	27	33	37
FIRST LEVEL	482 536	924 969	1 273 944
% FEMALE	29	36	40
SECOND LEVEL	94 813	327 639	488 409
% FEMALE	22	26	31
THIRD LEVEL	14 370	42 667	73 660
% FEMALE	17	18	21
4. TEACHERS, ALL LEVELS	...	41 371	63 922
% FEMALE	...	...	...
FIRST LEVEL	14 363	25 134	37 621
% FEMALE	37	40	45
SECOND LEVEL	6 059	15 045	24 895
% FEMALE	20	22	30
THIRD LEVEL	...	1 192	1 406
% FEMALE	...	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) POUNDS	...	261 761	813 245
AS % OF GNP	...	4.0	3.7
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	82	71	69
SECOND LEVEL	16	25	27
THIRD LEVEL	2	3	4
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	86	78	75
SECOND LEVEL	13	20	23
THIRD LEVEL	2	2	2
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	6:6
SECOND LEVEL EDUCATION	12:6	12:6	12:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	65	89	104
SECOND LEVEL	16	38	49
THIRD LEVEL	3.73	8.29	11.62
ENROLMENT RATIOS (F)			
FIRST LEVEL	39	66	84
SECOND LEVEL	7	21	31
THIRD LEVEL	1.32	3.28	5.09

TUNISIA	1960	1970	1976
1. TOTAL POPULATION (000)	4 220	5 137	5 905
% FEMALE	50	51	51
2. SCHOOL-AGE POPULATION (000)	1 146	1 670	1 895
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	507 010	1 137 530	1 202 934
% FEMALE	31	37	*38
FIRST LEVEL	446 298	935 738	968 436
% FEMALE	32	39	*39
SECOND LEVEL	58 234	191 445	211 361
% FEMALE	23	28	35
THIRD LEVEL	2 478	10 347	23 137
% FEMALE	22	21	26
4. TEACHERS, ALL LEVELS	...	...	...
% FEMALE	...	...	...
FIRST LEVEL	7 352	*19 712	23 983
% FEMALE	...	...	25
SECOND LEVEL	...	6 883	9 776
% FEMALE	...	...	29
THIRD LEVEL	...	...	3 089
% FEMALE	...	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) DINARS	11 965	51 429	87 533
AS % OF GNP	3.3	7.0	4.9
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	88	82	81
SECOND LEVEL	11	17	18
THIRD LEVEL		1	2
% ENROLMENT (F) BY LEVEL	100	100	*100
FIRST LEVEL	91	87	*83
SECOND LEVEL	8	13	*16
THIRD LEVEL		1	*1
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	6:6
SECOND LEVEL EDUCATION	12:6	12:7	12:7
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	66	100	98
SECOND LEVEL	12	23	20
THIRD LEVEL	0.75	2.86	4.23
ENROLMENT RATIOS (F)			
FIRST LEVEL	43	79	78
SECOND LEVEL	5	13	14
THIRD LEVEL	0.32	1.16	2.17

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AUSTRALIA	1960	1970	1975
1. TOTAL POPULATION (000)	10 315	12 551	13 808
% FEMALE	49	50	49
2. SCHOOL-AGE POPULATION (000)	2 283	2 859	2 992
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	2 207 884	...	2 973 837
% FEMALE	46	...	48
FIRST LEVEL	1 466 232	1 812 000	1 603 408
% FEMALE	49	48	49
SECOND LEVEL	653 445	1 136 960	1 095 691
% FEMALE	40	...	49
THIRD LEVEL	88 207	179 664	274 738
% FEMALE	26	33	41
4. TEACHERS, ALL LEVELS	...	...	172 351
% FEMALE	...	...	...
FIRST LEVEL	*44 163	64 670	78 390
% FEMALE	*63	*70	72
SECOND LEVEL	36 200	...	74 041
% FEMALE	29	...	47
THIRD LEVEL	...	...	19 920
% FEMALE	...	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) DOLLARS	413 256	1 405 000	4 377 000
AS % OF GNP	2.8	4.3	6.3
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	66	...	54
SECOND LEVEL	30	...	37
THIRD LEVEL	4	...	9
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	71	...	55
SECOND LEVEL	26	...	37
THIRD LEVEL	2	...	8
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	5:7	5:7	5:7
SECOND LEVEL EDUCATION	12:6	12:6	12:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	103	98	92
SECOND LEVEL	51	69	73
THIRD LEVEL	13.11	16.62	23.40
ENROLMENT RATIOS (F)			
FIRST LEVEL	103	98	92
SECOND LEVEL	50	...	73
THIRD LEVEL	7.05	11.21	19.68

BANGLADESH	1960	1970	1976
1. TOTAL POPULATION (000)	51 445	67 692	75 804
% FEMALE	48	48	48
2. SCHOOL-AGE POPULATION (000)	14 814	20 867	24 236
% FEMALE	48	49	49
3. ENROLMENT, ALL LEVELS	...	...	11 921 364
% FEMALE	...	...	...
FIRST LEVEL	3 435 307	...	9 483 090
% FEMALE	28	...	35
SECOND LEVEL	479 643	...	2 317 119
% FEMALE	8	...	...
THIRD LEVEL	...	117 603	121 155
% FEMALE	...	10	16
4. TEACHERS, ALL LEVELS	...	...	...
% FEMALE	...	...	...
FIRST LEVEL	80 524	...	172 448
% FEMALE	2	...	5
SECOND LEVEL	...	...	...
% FEMALE	...	...	...
THIRD LEVEL	...	7 201	...
% FEMALE	...	8	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) TAKAS	94 000	637 303	*1 188 300
AS % OF GNP	0.6	2.3	*1.4
6. % ENROLMENT (MF) BY LEVEL	100	...	100
FIRST LEVEL	...	...	80
SECOND LEVEL	...	...	19
THIRD LEVEL	...	...	1
% ENROLMENT (F) BY LEVEL	100	...	100
FIRST LEVEL	...	...	...
SECOND LEVEL	...	...	...
THIRD LEVEL	...	...	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	5:5	5:5	5:5
SECOND LEVEL EDUCATION	10:5	10:5	10:5
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	47	...	83
SECOND LEVEL	8	...	23
THIRD LEVEL	...	2.12	1.81
ENROLMENT RATIOS (F)			
FIRST LEVEL	26	...	60
SECOND LEVEL	1	...	...
THIRD LEVEL	...	0.44	0.60

BURMA	1960	1970	1974
1. TOTAL POPULATION (000)	22 253	27 748	30 476
% FEMALE	51	51	50
2. SCHOOL-AGE POPULATION (000)	5 740	7 689	8 537
% FEMALE	50	50	49
3. ENROLMENT, ALL LEVELS	...	4 014 948	...
% FEMALE	...	...	...
FIRST LEVEL	1 601 694	3 177 739	*3 404 071
% FEMALE	46	47	*48
SECOND LEVEL	222 922	791 059	...
% FEMALE	33	39	...
THIRD LEVEL	...	46 150	53 642
% FEMALE	...	...	...
4. TEACHERS, ALL LEVELS	...	96 301	...
% FEMALE	...	...	...
FIRST LEVEL	38 128	68 156	*65 079
% FEMALE	...	42	*56
SECOND LEVEL	...	24 636	...
% FEMALE	...	...	...
THIRD LEVEL	...	3 509	3 297
% FEMALE	...	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) KYATS	135 000	317 072	...
AS % OF GNP	2.2	3.1	...
6. % ENROLMENT (MF) BY LEVEL	100	100	*100
FIRST LEVEL	...	79	...
SECOND LEVEL	...	20	...
THIRD LEVEL	...	1	...
% ENROLMENT (F) BY LEVEL	100	100	*100
FIRST LEVEL	...	...	...
SECOND LEVEL	...	...	...
THIRD LEVEL	...	...	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	5:5	5:5	5:5
SECOND LEVEL EDUCATION	10:5	10:6	10:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	56	87	83
SECOND LEVEL	10	21	...
THIRD LEVEL	...	2.17	2.10
ENROLMENT RATIOS (F)			
FIRST LEVEL	52	83	81
SECOND LEVEL	7	17	...
THIRD LEVEL	...	1.65	1.63

INDIA	1960	1970	1975
1. TOTAL POPULATION (000)	427 802	543 131	613 217
% FEMALE	48	48	48
2. SCHOOL-AGE POPULATION (000)	117 442	158 782	181 970
% FEMALE	49	48	48
3. ENROLMENT, ALL LEVELS	46 224 218	80 063 296	...
% FEMALE	30	...	...
FIRST LEVEL	33 631 391	55 167 533	64 708 071
% FEMALE	33	37	39
SECOND LEVEL	11 490 022	21 992 212	...
% FEMALE	24	29	...
THIRD LEVEL	1 102 805	2 903 551	3 428 128
% FEMALE	17	...	25
4. TEACHERS, ALL LEVELS	...	...	...
% FEMALE	...	...	...
FIRST LEVEL	741 515	1 376 176	1 559 137
% FEMALE	17	24	25
SECOND LEVEL	677 266	964 445	...
% FEMALE	22	23	...
THIRD LEVEL	...	...	...
% FEMALE	...	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) RUPEES	3 416 230	11 182 860	19 662 000
AS % OF GNP	2.3	2.8	2.8
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	73	69	...
SECOND LEVEL	25	27	...
THIRD LEVEL	2	4	...
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	79	...	...
SECOND LEVEL	20	...	...
THIRD LEVEL	1	...	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	5:5	5:5	5:5
SECOND LEVEL EDUCATION	10:6	10:6	10:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	61	72	77
SECOND LEVEL	20	29	...
THIRD LEVEL	2.84	6.39	6.63
ENROLMENT RATIOS (F)			
FIRST LEVEL	40	55	62
SECOND LEVEL	10	17	...
THIRD LEVEL	0.98	...	3.39

INDONESIA	1960	1970	1975
1. TOTAL POPULATION (000)	92 701	119 466	136 043
% FEMALE	51	51	51
2. SCHOOL-AGE POPULATION (000)	24 773	35 673	41 256
% FEMALE	54	49	49
3. ENROLMENT, ALL LEVELS	...	17 578 315	21 566 098
% FEMALE	...	*44	...
FIRST LEVEL	8 955 098	14 870 220	17 776 617
% FEMALE	43	*46	45
SECOND LEVEL	727 462	2 459 875	3 511 281
% FEMALE	...	34	38
THIRD LEVEL	...	248 220	278 200
% FEMALE	...	*25	...
4. TEACHERS, ALL LEVELS	...	721 801	...
% FEMALE	...	...	...
FIRST LEVEL	230 838	514 007	603 327
% FEMALE	...	*32	...
SECOND LEVEL	50 447	187 776	234 591
% FEMALE	...	*27	22
THIRD LEVEL	...	20 018	...
% FEMALE	...	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) RUPIAHS	...	92 439	364 390
AS % OF GNP	...	2.8	3.3
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	...	85	82
SECOND LEVEL	...	14	16
THIRD LEVEL	...	1	1
% ENROLMENT (F) BY LEVEL	100	*100	100
FIRST LEVEL	...	*88	...
SECOND LEVEL	...	*11	...
THIRD LEVEL	...	*1	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	6:6
SECOND LEVEL EDUCATION	12:6	12:6	12:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	67	75	81
SECOND LEVEL	6	15	18
THIRD LEVEL	...	2.63	2.42
ENROLMENT RATIOS (F)			
FIRST LEVEL	55	70	75
SECOND LEVEL	...	11	13
THIRD LEVEL	...	1.29	...

IRAN	1960	1970	1976
1. TOTAL POPULATION (000)	21 553	28 358	33 971
% FEMALE	50	50	49
2. SCHOOL-AGE POPULATION (000)	6 289	8 840	10 473
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	1 745 274	4 547 145	7 279 681
% FEMALE	...	35	37
FIRST LEVEL	1 429 590	3 415 650	4 768 588
% FEMALE	32	35	38
SECOND LEVEL	295 869	1 056 787	2 356 878
% FEMALE	28	33	36
THIRD LEVEL	19 815	74 708	154 215
% FEMALE	...	25	30
4. TEACHERS, ALL LEVELS	...	142 655	277 804
% FEMALE	...	40	47
FIRST LEVEL	43 053	105 295	167 457
% FEMALE	35	45	54
SECOND LEVEL	11 961	30 886	96 395
% FEMALE	*20	26	39
THIRD LEVEL	...	6 474	13 952
% FEMALE	...	12	15
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) RIALS	7 333 937	23 280 000	259 995 564
AS % OF GNP	2.4	2.9	5.5
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	82	75	66
SECOND LEVEL	17	23	32
THIRD LEVEL	1	2	2
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	...	77	67
SECOND LEVEL	...	22	31
THIRD LEVEL	...	1	2
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	7:6	6:5	6:5
SECOND LEVEL EDUCATION	13:6	11:6	11:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	41	83	98
SECOND LEVEL	12	26	48
THIRD LEVEL	1.21	3.08	4.95
ENROLMENT RATIOS (F)			
FIRST LEVEL	27	60	77
SECOND LEVEL	7	17	35
THIRD LEVEL	...	1.59	2.99

JAPAN	1960	1970	1975
1. TOTAL POPULATION (000)	94 096	104 331	111 120
% FEMALE	51	51	51
2. SCHOOL-AGE POPULATION (000)	24 149	19 743	19 924
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	22 226 104	20 170 046	21 457 260
% FEMALE	48	47	47
FIRST LEVEL	12 753 889	9 630 815	10 364 846
% FEMALE	49	49	49
SECOND LEVEL	8 682 460	8 719 908	8 843 511
% FEMALE	49	49	49
THIRD LEVEL	789 755	1 819 323	2 248 903
% FEMALE	21	28	32
4. TEACHERS, ALL LEVELS	815 047	1 004 600	1 120 614
% FEMALE	31	33	34
FIRST LEVEL	366 531	374 742	417 473
% FEMALE	46	51	55
SECOND LEVEL	373 513	477 931	511 590
% FEMALE	21	26	24
THIRD LEVEL	75 003	151 927	191 551
% FEMALE	9	12	12
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) YENS	633 716	2 885 646	8 156 673
AS % OF GNP	3.9	3.9	5.5
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	57	48	48
SECOND LEVEL	39	43	41
THIRD LEVEL	4	9	10
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	59	50	50
SECOND LEVEL	40	45	43
THIRD LEVEL	2	5	7
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	6:6
SECOND LEVEL EDUCATION	12:6	12:6	12:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	103	100	100
SECOND LEVEL	74	87	92
THIRD LEVEL	9.45	17.01	24.69
ENROLMENT RATIOS (F)			
FIRST LEVEL	103	99	100
SECOND LEVEL	73	86	93
THIRD LEVEL	3.88	9.56	16.08

MALAYSIA	1960	1970	1974
1. TOTAL POPULATION (000)	7 908	10 465	11 759
% FEMALE	49	49	49
2. SCHOOL-AGE POPULATION (000)	2 269	3 372	3 720
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	1 640 831	2 308 098	2 722 361
% FEMALE	*41	45	46
FIRST LEVEL	1 449 822	1 684 263	1 832 708
% FEMALE	42	47	48
SECOND LEVEL	182 938	606 449	854 407
% FEMALE	33	41	44
THIRD LEVEL	8 071	17 386	35 246
% FEMALE	*34	30	35
4. TEACHERS, ALL LEVELS	...	...	92 014
% FEMALE	...	...	40
FIRST LEVEL	44 692	54 366	58 169
% FEMALE	33	*36	40
SECOND LEVEL	7 404	23 470	31 159
% FEMALE	25	*39	42
THIRD LEVEL	...	...	2 686
% FEMALE	...	...	23
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) RINGGITS	...	547 000	1 158 845
AS % OF GNP	...	4.8	5.8
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	88	73	67
SECOND LEVEL	11	26	31
THIRD LEVEL	1	1	1
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	...	...	69
SECOND LEVEL	...	...	30
THIRD LEVEL	...	...	2
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	6:6
SECOND LEVEL EDUCATION	12:6	12:7	12:7
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	96	91	93
SECOND LEVEL	19	34	41
THIRD LEVEL	1.21	1.99	3.21
ENROLMENT RATIOS (F)			
FIRST LEVEL	83	87	91
SECOND LEVEL	13	28	36
THIRD LEVEL	0.84	1.19	2.25

NEPAL	1960	1970	1975
1. TOTAL POPULATION (000)	9 179	11 232	12 571
% FEMALE	50	50	50
2. SCHOOL-AGE POPULATION (000)	2 512	3 304	3 660
% FEMALE	48	49	49
3. ENROLMENT, ALL LEVELS	192 438	...	847 844
% FEMALE	...	...	...
FIRST LEVEL	124 921	389 825	542 524
% FEMALE	...	15	15
SECOND LEVEL	62 884	...	281 816
% FEMALE	...	...	14
THIRD LEVEL	4 633	...	23 504
% FEMALE	...	...	...
4. TEACHERS, ALL LEVELS	6 010	...	30 337
% FEMALE	...	...	...
FIRST LEVEL	3 755	17 988	18 874
% FEMALE	...	...	...
SECOND LEVEL	1 963	...	9 947
% FEMALE	...	...	...
THIRD LEVEL	292	...	1 516
% FEMALE	...	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) RUPEES	14 300	51 689	229 463
AS % OF GNP	0.5	0.6	1.5
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	65	...	64
SECOND LEVEL	33	...	33
THIRD LEVEL	2	...	3
% ENROLMENT (F) BY LEVEL	...	100	100
FIRST LEVEL	...	...	...
SECOND LEVEL	...	...	...
THIRD LEVEL	...	...	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:5	6:5	6:3
SECOND LEVEL EDUCATION	11:5	11:5	9:7
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	9	26	44
SECOND LEVEL	6	...	12
THIRD LEVEL	0.61	...	2.04
ENROLMENT RATIOS (F)			
FIRST LEVEL	...	8	17
SECOND LEVEL	...	...	4
THIRD LEVEL	...	...	...

NEW ZEALAND	1960	1970	1975
1. TOTAL POPULATION (000)	2 372	2 819	3 031
% FEMALE	50	50	50
2. SCHOOL-AGE POPULATION (000)	545	693	717
% FEMALE	49	48	48
3. ENROLMENT, ALL LEVELS	564 903	...	816 470
% FEMALE	48	...	48
FIRST LEVEL	325 482	400 445	393 448
% FEMALE	48	48	49
SECOND LEVEL	219 570	303 835	351 653
% FEMALE	49	48	49
THIRD LEVEL	19 851	...	71 369
% FEMALE	34	...	38
4. TEACHERS, ALL LEVELS	...	...	...
% FEMALE	...	...	...
FIRST LEVEL	14 043	18 791	21 187
% FEMALE	56	64	64
SECOND LEVEL	6 146	9 932	12 107
% FEMALE	39	43	40
THIRD LEVEL	1 316	...	...
% FEMALE	25	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) DOLLARS	84 926	267 616	631 751
AS % OF GNP	3.2	4.9	5.8
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	58	...	48
SECOND LEVEL	39	...	43
THIRD LEVEL	4	...	9
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	58	...	49
SECOND LEVEL	39	...	44
THIRD LEVEL	3	...	7
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	5:6	5:6	5:6
SECOND LEVEL EDUCATION	11:7	11:7	11:7
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	108	110	110
SECOND LEVEL	73	77	83
THIRD LEVEL	13.06	...	27.29
ENROLMENT RATIOS (F)			
FIRST LEVEL	106	109	109
SECOND LEVEL	72	76	83
THIRD LEVEL	9.09	...	21.05

PAKISTAN	1960	1970	1974
1. TOTAL POPULATION (000)	45 850	60 448	68 376
% FEMALE	48	48	48
2. SCHOOL-AGE POPULATION (000)	12 648	18 991	21 289
% FEMALE	49	48	48
3. ENROLMENT, ALL LEVELS	2 792 324	5 570 458	6 983 324
% FEMALE	20	25	27
FIRST LEVEL	2 057 608	3 992 834	4 988 873
% FEMALE	21	27	29
SECOND LEVEL	697 511	1 462 644	1 879 538
% FEMALE	15	20	24
THIRD LEVEL	37 205	114 980	114 913
% FEMALE	18	21	25
4. TEACHERS, ALL LEVELS	...	175 449	224 080
% FEMALE	...	27	29
FIRST LEVEL	50 021	96 288	123 361
% FEMALE	20	28	30
SECOND LEVEL	36 252	75 722	96 947
% FEMALE	17	26	28
THIRD LEVEL	...	3 439	3 772
% FEMALE	...	11	13
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) RUPEES	193 100	789 907	1 744 491
AS % OF GNP	1.1	1.7	2.0
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	74	72	71
SECOND LEVEL	25	26	27
THIRD LEVEL	1	2	2
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	79	77	75
SECOND LEVEL	20	21	23
THIRD LEVEL	1	2	1
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	5:5	5:5	5:5
SECOND LEVEL EDUCATION	10:7	10:7	10:7
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	30	44	49
SECOND LEVEL	11	14	16
THIRD LEVEL	1.01	2.50	1.90
ENROLMENT RATIOS (F)			
FIRST LEVEL	13	24	29
SECOND LEVEL	3	6	8
THIRD LEVEL	0.37	1.11	0.97

REPUBLIC OF KOREA	1960	1970	1976
1. TOTAL POPULATION (000)	24 694	31 364	35 347
% FEMALE	50	50	50
2. SCHOOL-AGE POPULATION (000)	6 885	9 958	10 489
% FEMALE	48	48	48
3. ENROLMENT, ALL LEVELS	4 538 920	7 885 929	9 225 773
% FEMALE	41	45	45
FIRST LEVEL	3 621 267	5 749 301	5 503 737
% FEMALE	45	48	48
SECOND LEVEL	818 855	1 935 192	3 396 576
% FEMALE	26	38	41
THIRD LEVEL	98 798	201 436	325 460
% FEMALE	17	24	27
4. TEACHERS, ALL LEVELS	90 160	163 762	212 015
% FEMALE	...	24	27
FIRST LEVEL	62 207	101 095	109 530
% FEMALE	22	29	34
SECOND LEVEL	23 898	52 232	88 230
% FEMALE	...	15	20
THIRD LEVEL	4 055	10 435	14 255
% FEMALE	...	13	16
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) WONS	...	95 691 247	220 282 186
AS % OF GNP	...	3.7	2.4
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	80	73	60
SECOND LEVEL	18	25	37
THIRD LEVEL	2	3	4
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	88	78	64
SECOND LEVEL	11	21	34
THIRD LEVEL	1	1	2
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	6:6
SECOND LEVEL EDUCATION	12:6	12:6	12:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	94	105	108
SECOND LEVEL	27	43	63
THIRD LEVEL	4.58	8.02	9.98
ENROLMENT RATIOS (F)			
FIRST LEVEL	89	105	109
SECOND LEVEL	14	34	54
THIRD LEVEL	1.57	4.01	5.50

SINGAPORE	1960	1970	1975
1. TOTAL POPULATION (000)	1 633	2 074	2 247
% FEMALE	47	49	49
2. SCHOOL-AGE POPULATION (000)	433	663	639
% FEMALE	48	48	48
3. ENROLMENT, ALL LEVELS	...	526 432	534 372
% FEMALE	...	47	48
FIRST LEVEL	284 702	363 518	328 401
% FEMALE	44	47	47
SECOND LEVEL	59 314	149 143	183 364
% FEMALE	39	48	49
THIRD LEVEL	...	13 771	22 607
% FEMALE	...	30	40
4. TEACHERS, ALL LEVELS	...	20 929	20 176
% FEMALE	...	54	...
FIRST LEVEL	8 749	12 259	10 777
% FEMALE	51	66	67
SECOND LEVEL	2 124	7 513	7 951
% FEMALE	33	41	...
THIRD LEVEL	...	1 157	1 448
% FEMALE	...	16	18
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) DOLLARS	61 403	184 492	391 264
AS % OF GNP	2.8	3.1	2.9
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	...	69	61
SECOND LEVEL	...	28	34
THIRD LEVEL	...	3	4
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	...	69	61
SECOND LEVEL	...	29	35
THIRD LEVEL	...	2	4
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	6:6
SECOND LEVEL EDUCATION	12:6	12:6	12:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	111	105	110
SECOND LEVEL	32	46	53
THIRD LEVEL	...	6.76	9.23
ENROLMENT RATIOS (F)			
FIRST LEVEL	101	101	107
SECOND LEVEL	26	45	53
THIRD LEVEL	...	4.14	7.47

SRI LANKA	1960	1970	1974
1. TOTAL POPULATION (000)	9 889	12 514	13 681
% FEMALE	48	48	48
2. SCHOOL-AGE POPULATION (000)	2 857	3 686	4 126
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	2 245 739	2 625 075	2 535 220
% FEMALE	...	...	...
FIRST LEVEL	2 008 885	1 671 428	1 387 701
% FEMALE	...	47	...
SECOND LEVEL	232 131	941 322	1 132 951
% FEMALE	...	...	...
THIRD LEVEL	4 723	12 325	14 568
% FEMALE	24	43	37
4. TEACHERS, ALL LEVELS	...	...	...
% FEMALE	...	...	...
FIRST LEVEL	...	...	100 910
% FEMALE	...	...	...
SECOND LEVEL	...	...	...
% FEMALE	...	...	...
THIRD LEVEL	434	1 487	1 860
% FEMALE	3	15	16
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) RUPEES	267 452	544 382	625 017
AS % OF GNP	4.0	4.3	2.9
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	89	64	55
SECOND LEVEL	10	36	45
THIRD LEVEL			1
% ENROLMENT (F) BY LEVEL	...	100	...
FIRST LEVEL	...	...	...
SECOND LEVEL	...	...	...
THIRD LEVEL	...	...	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	5:8	6:5	6:5
SECOND LEVEL EDUCATION	13:4	11:7	11:7
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	95	99	80
SECOND LEVEL	27	51	57
THIRD LEVEL	0.58	1.17	1.27
ENROLMENT RATIOS (F)			
FIRST LEVEL	...	94	...
SECOND LEVEL	...	...	...
THIRD LEVEL	0.28	1.02	0.96

THAILAND	1960	1970	1975
1. TOTAL POPULATION (000)	26 392	35 745	42 092
% FEMALE	50	50	50
2. SCHOOL-AGE POPULATION (000)	7 574	11 296	13 125
% FEMALE	49	50	49
3. ENROLMENT, ALL LEVELS	...	6 385 120	7 970 890
% FEMALE	...	46	...
FIRST LEVEL	3 935 549	5 634 782	6 686 477
% FEMALE	47	47	47
SECOND LEVEL	...	695 023	1 153 448
% FEMALE	...	42	...
THIRD LEVEL	45 548	55 315	130 965
% FEMALE	30	42	40
4. TEACHERS, ALL LEVELS	...	*214 774	...
% FEMALE			
FIRST LEVEL	110 663	162 512	239 128
% FEMALE	31	...	...
SECOND LEVEL	...	*44 756	...
% FEMALE	...	*24	...
THIRD LEVEL	3 022	7 506	9 070
% FEMALE	34	38	56
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) BAHTS	1 470 400	4 732 588	10 605 251
AS % OF GNP	2.5	3.5	3.6
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	...	88	84
SECOND LEVEL	...	11	14
THIRD LEVEL	...	1	2
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	...	89	...
SECOND LEVEL	...	10	...
THIRD LEVEL	...	1	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	7:7	7:7	7:7
SECOND LEVEL EDUCATION	14:5	14:5	14:5
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	83	81	84
SECOND LEVEL	...	18	24
THIRD LEVEL	1.92	2.02	3.51
ENROLMENT RATIOS (F)			
FIRST LEVEL	79	77	80
SECOND LEVEL	...	15	...
THIRD LEVEL	1.17	1.67	2.75

BULGARIA	1960	1970	1975
1. TOTAL POPULATION (000)	7 867	8 489	8 793
% FEMALE	50	50	50
2. SCHOOL-AGE POPULATION (000)	1 612	1 564	1 529
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	*1 370 527	1 468 150	1 452 926
% FEMALE	...	...	...
FIRST LEVEL	1 045 767	1 049 829	980 318
% FEMALE	48	49	48
SECOND LEVEL	*263 608	318 725	344 015
% FEMALE	...	...	...
THIRD LEVEL	61 152	99 596	128 593
% FEMALE	40	51	57
4. TEACHERS, ALL LEVELS	63 452	78 531	87 720
% FEMALE	...	59	59
FIRST LEVEL	43 046	47 798	48 445
% FEMALE	...	69	71
SECOND LEVEL	16 163	23 053	27 045
% FEMALE	...	49	52
THIRD LEVEL	4 243	7 680	12 230
% FEMALE	...	26	32
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) LEVS	234 700	513 845	787 599
AS % OF GNP	5.0	4.9	5.5
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	*76	72	67
SECOND LEVEL	*19	22	24
THIRD LEVEL	*4	7	9
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	...	...	...
SECOND LEVEL	...	...	...
THIRD LEVEL	...	...	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	7:8	7:8	7:8
SECOND LEVEL EDUCATION	15:4	15:3	15:3
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	93	101	97
SECOND LEVEL	55	79	88
THIRD LEVEL	10.54	14.47	18.97
ENROLMENT RATIOS (F)			
FIRST LEVEL	92	100	96
SECOND LEVEL	...	...	...
THIRD LEVEL	8.54	14.87	22.21

BYELORUSSIAN S.S.R.	1960	1970	1975
1. TOTAL POPULATION (000)	8 184	9 040	9 351
% FEMALE	...	...	...
2. SCHOOL-AGE POPULATION (000)	...	...	...
% FEMALE	...	...	...
3. ENROLMENT, ALL LEVELS	...	2 002 439	1 885 129
% FEMALE	...	...	...
FIRST LEVEL	1 216 000	1 516 382	1 319 025
% FEMALE	...	...	...
SECOND LEVEL	...	346 023	406 201
% FEMALE	...	*56	...
THIRD LEVEL	59 296	140 034	159 903
% FEMALE	41	52	...
4. TEACHERS, ALL LEVELS	...	...	...
% FEMALE	...	...	...
FIRST LEVEL	...	105 600	106 893
% FEMALE	...	...	...
SECOND LEVEL	...	...	...
% FEMALE	...	...	...
THIRD LEVEL	...	...	...
% FEMALE	...	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) ROUBLES	...	655 418	1 040 600
AS % OF GNP	...	...	...
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	...	76	70
SECOND LEVEL	...	17	22
THIRD LEVEL	...	7	8
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	...	...	...
SECOND LEVEL	...	...	...
THIRD LEVEL	...	...	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	7:8	7:8	7:8
SECOND LEVEL EDUCATION	15:4	15:4	15:4
8. ENROLMENT RATIOS (MF)	...	...	...
FIRST LEVEL	...	...	...
SECOND LEVEL	...	...	...
THIRD LEVEL	...	...	...
ENROLMENT RATIOS (F)			
FIRST LEVEL	...	...	...
SECOND LEVEL	...	...	...
THIRD LEVEL	...	...	...

CZECHOSLOVAKIA	1960	1970	1975
1. TOTAL POPULATION (000)	13 654	14 339	14 793
% FEMALE	51	51	51
2. SCHOOL-AGE POPULATION (000)	2 962	2 760	2 605
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	2 460 314	2 418 176	2 357 004
% FEMALE	49	50	50
FIRST LEVEL	2 152 834	1 966 448	1 881 414
% FEMALE	49	49	49
SECOND LEVEL	213 440	320 629	320 531
% FEMALE	55	61	61
THIRD LEVEL	94 040	131 099	155 059
% FEMALE	34	38	40
4. TEACHERS, ALL LEVELS	113 640	136 618	141 812
% FEMALE	...	61	64
FIRST LEVEL	87 465	97 712	95 634
% FEMALE	...	73	77
SECOND LEVEL	15 671	22 504	24 880
% FEMALE	...	43	49
THIRD LEVEL	10 504	16 402	21 298
% FEMALE	*17	20	25
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) KORUNAS	6 085 821	13 625 000	19 104 801
AS % OF GNP	3.7	4.4	4.7
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	88	81	80
SECOND LEVEL	9	13	14
THIRD LEVEL	4	5	7
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	88	80	78
SECOND LEVEL	10	16	17
THIRD LEVEL	3	4	5
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:9	6:9	6:9
SECOND LEVEL EDUCATION	15:4	15:4	15:4
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	93	98	96
SECOND LEVEL	25	31	36
THIRD LEVEL	10.95	10.44	12.17
ENROLMENT RATIOS (F)			
FIRST LEVEL	93	98	97
SECOND LEVEL	28	39	45
THIRD LEVEL	7.52	8.03	9.99

GERMAN DEMOCRATIC REPUBLIC	1960	1970	1975
1. TOTAL POPULATION (000)	17 239	17 058	17 126
% FEMALE	55	54	54
2. SCHOOL-AGE POPULATION (000)	2 709	3 274	3 216
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	2 530 118	3 322 806	3 425 421
% FEMALE	...	...	...
FIRST LEVEL	1 922 192	2 534 077	2 578 782
% FEMALE	...	...	...
SECOND LEVEL	380 153	485 588	460 639
% FEMALE	...	...	...
THIRD LEVEL	227 773	303 141	386 000
% FEMALE	27	43	...
4. TEACHERS, ALL LEVELS	...	...	...
% FEMALE	...	...	...
FIRST LEVEL	76 484	137 963	158 543
% FEMALE	...	...	...
SECOND LEVEL	...	...	...
% FEMALE	...	...	...
THIRD LEVEL	...	...	34 566
% FEMALE	...	...	25
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) DDR MARKS	3 613 000	5 812 000	7 833 446
AS % OF GNP	5.1	5.1	5.6
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	76	76	75
SECOND LEVEL	15	15	13
THIRD LEVEL	9	9	11
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	...	...	...
SECOND LEVEL	...	...	...
THIRD LEVEL	...	...	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	7:8	7:10	7:10
SECOND LEVEL EDUCATION	15:4	17:2	17:2
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	112	93	95
SECOND LEVEL	39	92	90
THIRD LEVEL	16.26	32.77	29.67
ENROLMENT RATIOS (F)			
FIRST LEVEL	...	...	...
SECOND LEVEL	...	...	...
THIRD LEVEL	8.87	28.79	...

HUNGARY	1960	1970	1975
1. TOTAL POPULATION (000)	9 984	10 337	10 533
% FEMALE	52	52	51
2. SCHOOL-AGE POPULATION (000)	1 975	1 870	1 649
% FEMALE	49	48	48
3. ENROLMENT, ALL LEVELS	1 717 715	1 661 853	1 530 548
% FEMALE	46	46	48
FIRST LEVEL	1 392 260	1 115 943	1 051 095
% FEMALE	48	48	49
SECOND LEVEL	280 870	465 324	371 898
% FEMALE	38	43	45
THIRD LEVEL	44 585	80 536	107 555
% FEMALE	33	43	48
4. TEACHERS, ALL LEVELS	76 658	95 358	101 777
% FEMALE	...	...	...
FIRST LEVEL	57 290	63 125	66 861
% FEMALE	63	73	...
SECOND LEVEL	13 733	22 442	22 781
% FEMALE	24	...	...
THIRD LEVEL	5 635	9 791	12 135
% FEMALE	...	22	27
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) FORINTS	6 214 641	12 208 066	19 325 492
AS % OF GNP	4.4	4.4	4.8
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	81	67	69
SECOND LEVEL	16	28	24
THIRD LEVEL	3	5	7
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	85	70	70
SECOND LEVEL	13	26	23
THIRD LEVEL	2	4	7
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:8	6:8	6:8
SECOND LEVEL EDUCATION	14:4	14:4	14:4
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	101	98	99
SECOND LEVEL	46	63	63
THIRD LEVEL	6.52	10.11	11.67
ENROLMENT RATIOS (F)			
FIRST LEVEL	100	97	99
SECOND LEVEL	35	55	58
THIRD LEVEL	4.19	8.79	11.54

POLAND	1960	1970	1975
1. TOTAL POPULATION (000)	29 561	32 472	33 840
% FEMALE	52	51	51
2. SCHOOL-AGE POPULATION (000)	6 834	7 798	6 797
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	5 881 261	7 016 210	6 326 118
% FEMALE	48	50	50
FIRST LEVEL	4 841 157	5 256 970	4 309 823
% FEMALE	48	48	48
SECOND LEVEL	836 724	1 361 343	1 440 796
% FEMALE	50	57	55
THIRD LEVEL	203 380	397 897	575 499
% FEMALE	40	47	54
4. TEACHERS, ALL LEVELS	...	...	...
% FEMALE	...	...	...
FIRST LEVEL	147 863	228 743	208 173
% FEMALE	71	80	81
SECOND LEVEL	44 878	164 353	171 610
% FEMALE	...	39	...
THIRD LEVEL	19 098	33 695	50 272
% FEMALE	26	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) ZLOTYS	17 410	36 974	50 449
AS % OF GNP	4.6	4.9	3.7
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	82	75	68
SECOND LEVEL	14	19	23
THIRD LEVEL	3	6	9
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	83	72	65
SECOND LEVEL	15	22	25
THIRD LEVEL	3	5	10
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	7:7	7:8	7:8
SECOND LEVEL EDUCATION	14:4	15:4	15:4
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	109	102	100
SECOND LEVEL	50	49	53
THIRD LEVEL	9.16	14.12	16.87
ENROLMENT RATIOS (F)			
FIRST LEVEL	107	100	99
SECOND LEVEL	50	57	60
THIRD LEVEL	7.34	13.55	18.60

ROMANIA	1960	1970	1975
1. TOTAL POPULATION (000)	18 402	20 244	21 178
% FEMALE	51	51	51
2. SCHOOL-AGE POPULATION (000)	3 792	4 033	4 021
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	2 697 810	3 690 293	4 275 497
% FEMALE	47	48	...
FIRST LEVEL	2 297 245	2 878 693	3 019 776
% FEMALE	48	49	48
SECOND LEVEL	328 576	659 715	1 091 154
% FEMALE	44	42	46
THIRD LEVEL	71 989	151 885	164 567
% FEMALE	33	43	...
4. TEACHERS, ALL LEVELS	122 327	185 644	207 699
% FEMALE	53	57	59
FIRST LEVEL	93 140	135 615	144 978
% FEMALE	62	64	67
SECOND LEVEL	20 270	36 604	48 655
% FEMALE	24	42	44
THIRD LEVEL	8 917	13 425	14 066
% FEMALE	30	29	29
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) LEUS	*3 339 400	10 419 100	15 194 700
AS % OF GNP	...	...	...
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	85	78	71
SECOND LEVEL	12	18	26
THIRD LEVEL	3	4	4
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	87	81	...
SECOND LEVEL	11	16	...
THIRD LEVEL	2	4	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	7:7	6:8	6:8
SECOND LEVEL EDUCATION	14:5	14:4	14:4
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	98	113	109
SECOND LEVEL	24	45	62
THIRD LEVEL	4.54	10.11	9.17
ENROLMENT RATIOS (F)			
FIRST LEVEL	95	114	108
SECOND LEVEL	22	38	59
THIRD LEVEL	3.01	8.87	...

UKRAINIAN S.S.R.	1960	1970	1975
1. TOTAL POPULATION (000)	42 788	47 310	48 900
% FEMALE	...	...	...
2. SCHOOL-AGE POPULATION (000)	...	...	...
% FEMALE	...	...	...
3. ENROLMENT, ALL LEVELS	6 947 409	9 102 300	8 704 200
% FEMALE	...	*50	...
FIRST LEVEL	5 769 100	6 668 000	5 970 000
% FEMALE	...	*49	...
SECOND LEVEL	760 561	1 627 700	1 821 900
% FEMALE	...	54	...
THIRD LEVEL	417 748	806 600	912 300
% FEMALE	42	*48	45
4. TEACHERS, ALL LEVELS	...	...	...
% FEMALE	...	...	...
FIRST LEVEL	381 600	445 300	445 400
% FEMALE	...	...	...
SECOND LEVEL	...	...	...
% FEMALE	...	...	...
THIRD LEVEL	...	...	...
% FEMALE	...	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) ROUBLES	1 399 984	3 757 900	5 014 000
AS % OF GNP	4.8	6.9	7.6
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	83	73	69
SECOND LEVEL	11	18	21
THIRD LEVEL	6	9	10
% ENROLMENT (F) BY LEVEL	...	*100	...
FIRST LEVEL	...	*72	...
SECOND LEVEL	...	*19	...
THIRD LEVEL	...	*9	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	7:8	7:8	7:8
SECOND LEVEL EDUCATION	15:4	15:4	15:4
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	...	...	...
SECOND LEVEL	...	...	...
THIRD LEVEL	...	...	...
ENROLMENT RATIOS (F)			
FIRST LEVEL	...	...	...
SECOND LEVEL	...	...	...
THIRD LEVEL	...	...	...

U.S.S.R.	1960	1970	1975
1. TOTAL POPULATION (000)	214 329	242 768	255 037
% FEMALE	55	54	54
2. SCHOOL-AGE POPULATION (000)	43 814	58 419	55 427
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	37 737 151	54 053 780	51 553 096
% FEMALE	...	...	...
FIRST LEVEL	31 749 073	40 321 483	35 960 941
% FEMALE	...	...	...
SECOND LEVEL	3 591 921	9 151 655	10 738 197
% FEMALE	...	...	...
THIRD LEVEL	2 396 157	4 580 642	4 853 958
% FEMALE	43	49	50
4. TEACHERS, ALL LEVELS	...	...	...
% FEMALE	...	...	...
FIRST LEVEL	1 883 641	2 360 878	2 399 299
% FEMALE	70	71	71
SECOND LEVEL	...	...	...
% FEMALE	...	...	...
THIRD LEVEL	128 171	277 493	317 152
% FEMALE	35	38	37
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) ROUBLES	8 541 000	19 834 000	27 747 100
AS % OF GNP	5.9	6.8	7.6
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	84	75	70
SECOND LEVEL	10	17	21
THIRD LEVEL	6	8	9
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	...	...	...
SECOND LEVEL	...	...	...
THIRD LEVEL	...	...	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	7:8	7:8	7:8
SECOND LEVEL EDUCATION	15:4	15:4	15:4
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	100	101	99
SECOND LEVEL	73	66	71
THIRD LEVEL	11.02	25.30	21.73
ENROLMENT RATIOS (F)			
FIRST LEVEL	...	...	...
SECOND LEVEL	...	...	...
THIRD LEVEL	9.54	25.04	22.32

YUGOSLAVIA	1960	1970	1975
1. TOTAL POPULATION (000)	18 402	20 371	21 322
% FEMALE	51	51	51
2. SCHOOL-AGE POPULATION (000)	4 119	4 606	4 428
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	3 287 858	3 822 285	4 153 918
% FEMALE	...	46	...
FIRST LEVEL	1 715 584	1 579 064	1 494 825
% FEMALE	48	48	49
SECOND LEVEL	1 431 700	1 982 018	2 264 101
% FEMALE	...	45	...
THIRD LEVEL	140 574	261 203	394 992
% FEMALE	29	39	40
4. TEACHERS, ALL LEVELS	...	163 629	...
% FEMALE	...	51	...
FIRST LEVEL	...	58 353	60 904
% FEMALE	...	67	67
SECOND LEVEL	68 603	88 493	...
% FEMALE	...	47	...
THIRD LEVEL	10 404	16 783	...
% FEMALE	20	21	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) DINARS	732 940	8 739 000	28 897 000
AS % OF GNP	2.3	4.9	5.2
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	52	41	36
SECOND LEVEL	44	52	55
THIRD LEVEL	4	7	10
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	...	43	...
SECOND LEVEL	...	51	...
THIRD LEVEL	...	6	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	7:4	7:4	7:4
SECOND LEVEL EDUCATION	11:8	11:8	11:8
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	111	105	102
SECOND LEVEL	59	63	76
THIRD LEVEL	8.61	15.93	20.00
ENROLMENT RATIOS (F)			
FIRST LEVEL	109	104	102
SECOND LEVEL	...	58	...
THIRD LEVEL	5.07	12.87	16.31

AUSTRIA	1960	1970	1975
1. TOTAL POPULATION (000)	7 047	7 446	7 538
% FEMALE	53	53	53
2. SCHOOL-AGE POPULATION (000)	1 188	1 382	1 479
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	898 521	1 221 966	1 354 249
% FEMALE	48	48	48
FIRST LEVEL	398 772	531 934	501 843
% FEMALE	49	49	49
SECOND LEVEL	461 216	630 254	755 670
% FEMALE	49	50	50
THIRD LEVEL	38 533	59 778	96 736
% FEMALE	23	29	38
4. TEACHERS, ALL LEVELS	48 615	67 007	...
% FEMALE	46	48	...
FIRST LEVEL	21 499	24 815	26 374
% FEMALE	54	63	...
SECOND LEVEL	24 145	35 212	...
% FEMALE	42	45	...
THIRD LEVEL	2 971	6 980	...
% FEMALE	9	12	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) SCHILLINGS	4 645 100	17 349 500	37 409 300
AS % OF GNP	2.9	4.6	5.7
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	44	44	37
SECOND LEVEL	51	52	56
THIRD LEVEL	4	5	7
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	45	44	37
SECOND LEVEL	53	53	57
THIRD LEVEL	2	3	6
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:4	6:4	6:4
SECOND LEVEL EDUCATION	10:9	10:8	10:8
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	105	104	102
SECOND LEVEL	50	72	76
THIRD LEVEL	8.01	11.76	19.20
ENROLMENT RATIOS (F)			
FIRST LEVEL	104	10[illegible]	102
SECOND LEVEL	49	73	77
THIRD LEVEL	3.79	7.02	14.68

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BELGIUM	1960	1970	1975
1. TOTAL POPULATION (000)	9 153	9 637	9 846
% FEMALE	51	51	51
2. SCHOOL-AGE POPULATION (000)	1 601	1 832	1 833
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	1 497 553	1 870 071	1 912 692
% FEMALE	47	48	...
FIRST LEVEL	918 822	1 021 511	940 961
% FEMALE	48	49	49
SECOND LEVEL	526 729	723 703	812 071
% FEMALE	47	48	...
THIRD LEVEL	52 002	124 857	159 660
% FEMALE	26	36	41
4. TEACHERS, ALL LEVELS	...	...	...
% FEMALE	...	...	...
FIRST LEVEL	47 119	51 692	48 625
% FEMALE	...	56	57
SECOND LEVEL	*51 486	...	...
% FEMALE			
THIRD LEVEL	...	...	...
% FEMALE	...	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) FRANCS	26 201 000	...	143 856 800
AS % OF GNP	4.6	...	6.2
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	61	55	49
SECOND LEVEL	35	39	42
THIRD LEVEL	3	7	8
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	63	56	...
SECOND LEVEL	35	39	...
THIRD LEVEL	2	5	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	6:6
SECOND LEVEL EDUCATION	12:6	12:6	12:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	109	108	106
SECOND LEVEL	69	82	84
THIRD LEVEL	9.09	17.49	22.01
ENROLMENT RATIOS (F)			
FIRST LEVEL	108	107	105
SECOND LEVEL	66	81	...
THIRD LEVEL	4.82	12.94	18.61

CANADA	1960	1970	1976
1. TOTAL POPULATION (000)	17 909	21 406	23 086
% FEMALE	49	50	50
2. SCHOOL-AGE POPULATION (000)	4 220	5 463	5 130
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	4 221 118	6 015 376	5 779 577
% FEMALE	48	48	49
FIRST LEVEL	3 244 303	3 736 450	2 372 784
% FEMALE	48	49	49
SECOND LEVEL	780 633	1 636 913	2 582 205
% FEMALE	49	49	49
THIRD LEVEL	196 182	642 013	824 588
% FEMALE	38	40	47
4. TEACHERS, ALL LEVELS	169 169	282 068	...
% FEMALE	...	...	...
FIRST LEVEL	120 617	159 900	255 900
% FEMALE	79	...	...
SECOND LEVEL	37 100	97 000	...
% FEMALE	...	...	...
THIRD LEVEL	11 452	25 168	49 533
% FEMALE	21	13	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) DOLLARS	1 718 884	7 244 700	12 691 988
AS % OF GNP	4.6	8.5	7.9
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	77	62	41
SECOND LEVEL	18	27	45
THIRD LEVEL	5	11	14
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	77	63	41
SECOND LEVEL	19	28	45
THIRD LEVEL	4	9	14
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:8	6:8	6:6
SECOND LEVEL EDUCATION	14:6	14:6	12:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	104	103	106
SECOND LEVEL	46	65	92
THIRD LEVEL	16.03	34.59	38.07
ENROLMENT RATIOS (F)			
FIRST LEVEL	102	101	105
SECOND LEVEL	46	65	93
THIRD LEVEL	12.28	27.90	36.58

CYPRUS	1960	1970	1976
1. TOTAL POPULATION (000)	573	633	681
% FEMALE	51	51	51
2. SCHOOL-AGE POPULATION (000)	144	159	156
% FEMALE	46	45	46
3. ENROLMENT, ALL LEVELS	116 371	112 163	106 781
% FEMALE	46	48	48
FIRST LEVEL	83 617	69 160	55 366
% FEMALE	48	48	49
SECOND LEVEL	32 337	42 305	50 633
% FEMALE	41	46	47
THIRD LEVEL	417	698	782
% FEMALE	26	44	43
4. TEACHERS, ALL LEVELS	3 898	4 355	4 874
% FEMALE	36	39	43
FIRST LEVEL	2 487	2 280	2 163
% FEMALE	37	40	45
SECOND LEVEL	1 376	2 011	2 621
% FEMALE	34	38	41
THIRD LEVEL	35	64	90
% FEMALE	20	22	24
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) POUNDS	2 640	7 060	11 421
AS % OF GNP	2.3	3.0	4.4
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	72	62	52
SECOND LEVEL	28	38	47
THIRD LEVEL		1	1
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	75	63	53
SECOND LEVEL	25	37	47
THIRD LEVEL		1	1
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	5:6	5:6
SECOND LEVEL EDUCATION	12:6	11:6	11:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	102	82	69
SECOND LEVEL	47	52	61
THIRD LEVEL	0.89	1.21	1.26
ENROLMENT RATIOS (F)			
FIRST LEVEL	100	81	70
SECOND LEVEL	39	49	60
THIRD LEVEL	0.45	1.07	1.10

DENMARK	1960	1970	1975
1. TOTAL POPULATION (000)	4 581	4 928	5 025
% FEMALE	50	50	50
2. SCHOOL-AGE POPULATION (000)	955	893	916
% FEMALE	49	48	49
3. ENROLMENT, ALL LEVELS	868 314	916 968	969 205
% FEMALE	45	...	...
FIRST LEVEL	559 292	513 458	567 793
% FEMALE	49	49	...
SECOND LEVEL	277 540	327 486	291 141
% FEMALE	39	...	...
THIRD LEVEL	31 482	76 024	110 271
% FEMALE	31	37	44
4. TEACHERS, ALL LEVELS	...	...	...
% FEMALE	...	...	...
FIRST LEVEL	17 988	47 314	58 012
% FEMALE	51	51	...
SECOND LEVEL	...	...	...
% FEMALE	...	...	...
THIRD LEVEL	...	...	...
% FEMALE	...	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) KRONER	1 286 429	8 137 000	16 801 000
AS % OF GNP	3.1	6.4	8.2
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	64	56	59
SECOND LEVEL	32	36	30
THIRD LEVEL	4	8	11
% ENROLMENT (F) BY LEVEL	100	100	...
FIRST LEVEL	70	...	...
SECOND LEVEL	28	...	...
THIRD LEVEL	3	...	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:7	6:7	6:7
SECOND LEVEL EDUCATION	13:5	13:5	13:5
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	103	96	104
SECOND LEVEL	65	94	77
THIRD LEVEL	10.39	18.28	29.69
ENROLMENT RATIOS (F)			
FIRST LEVEL	103	97	...
SECOND LEVEL	52	...	...
THIRD LEVEL	6.56	13.82	26.99

FINLAND	1960	1970	1975
1. TOTAL POPULATION (000)	4 430	4 606	4 651
% FEMALE	52	52	52
2. SCHOOL-AGE POPULATION (000)	1 065	965	886
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	925 152	955 690	950 751
% FEMALE	49	*49	50
FIRST LEVEL	544 652	386 230	453 737
% FEMALE	48	*47	48
SECOND LEVEL	356 948	509 691	419 808
% FEMALE	52	51	52
THIRD LEVEL	23 552	59 769	77 206
% FEMALE	46	48	50
4. TEACHERS, ALL LEVELS	37 665	55 874	...
% FEMALE	...	*51	...
FIRST LEVEL	20 727	17 360	24 494
% FEMALE	66	*60	61
SECOND LEVEL	14 442	32 247	...
% FEMALE	...	53	...
THIRD LEVEL	2 496	6 267	5 429
% FEMALE	*12	19	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) MARKKAS	760 220	2 678 872	6 497 103
AS % OF GNP	4.8	6.2	6.7
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	59	40	48
SECOND LEVEL	39	53	44
THIRD LEVEL	3	6	8
% ENROLMENT (F) BY LEVEL	100	*100	100
FIRST LEVEL	57	*39	46
SECOND LEVEL	40	*55	46
THIRD LEVEL	2	*6	8
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	7:6	7:4	7:6
SECOND LEVEL EDUCATION	13:6	11:8	13:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	97	125	104
SECOND LEVEL	74	77	97
THIRD LEVEL	7.38	13.34	18.62
ENROLMENT RATIOS (F)			
FIRST LEVEL	95	121	103
SECOND LEVEL	78	80	101
THIRD LEVEL	6.94	13.26	19.08

FRANCE	1960	1970	1975
1. TOTAL POPULATION (000)	45 684	50 669	52 913
% FEMALE	51	51	51
2. SCHOOL-AGE POPULATION (000)	8 995	10 031	10 146
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	8 384 734	10 022 285	10 514 278
% FEMALE			
FIRST LEVEL	5 821 500	4 939 683	4 601 550
% FEMALE	49	49	...
SECOND LEVEL	2 279 900	4 281 446	4 874 152
% FEMALE	52	51	...
THIRD LEVEL	283 334	801 156	1 038 576
% FEMALE	...	...	*48
4. TEACHERS, ALL LEVELS	...	...	...
% FEMALE	...	...	...
FIRST LEVEL	170 555	184 326	256 781
% FEMALE	65	...	65
SECOND LEVEL	87 603	270 949	306 718
% FEMALE	...	40	...
THIRD LEVEL	8 078	...	...
% FEMALE			
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) FRANCS	7 194 167	38 386 800	80 475 045
AS % OF GNP	2.4	4.7	5.6
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	69	49	44
SECOND LEVEL	27	43	46
THIRD LEVEL	3	8	10
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	...	...	...
SECOND LEVEL	...	...	...
THIRD LEVEL	...	...	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:5	6:5	6:5
SECOND LEVEL EDUCATION	11:7	11:7	11:7
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	144	117	109
SECOND LEVEL	46	75	85
THIRD LEVEL	9.83	19.50	24.29
ENROLMENT RATIOS (F)			
FIRST LEVEL	143	117	...
SECOND LEVEL	48	77	...
THIRD LEVEL	...	...	23.75

FEDERAL REPUBLIC OF GERMANY	1960	1970	1974
1. TOTAL POPULATION (000)	55 433	60 700	61 259
% FEMALE	53	52	52
2. SCHOOL-AGE POPULATION (000)	8 887	10 737	11 557
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	6 862 320	9 553 389	10 910 915
% FEMALE	48	48	48
FIRST LEVEL	5 081 014	6 344 774	6 481 775
% FEMALE	49	49	48
SECOND LEVEL	1 490 080	2 704 796	3 642 429
% FEMALE	46	48	51
THIRD LEVEL	291 226	503 819	786 711
% FEMALE	23	27	33
4. TEACHERS, ALL LEVELS	307 757	...	*623 743
% FEMALE	36	...	...
FIRST LEVEL	172 178	248 499	275 830
% FEMALE	43	55	59
SECOND LEVEL	111 916	219 112	*248 528
% FEMALE	31	34	*37
THIRD LEVEL	23 663	...	99 385
% FEMALE	7	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) D. MARKS	8 345 402	27 038 700	44 965 000
AS % OF GNP	2.8	1.0	4.5
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	74	66	59
SECOND LEVEL	22	28	33
THIRD LEVEL	4	5	7
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	77	68	60
SECOND LEVEL	21	29	35
THIRD LEVEL	2	3	5
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:4	6:4	6:4
SECOND LEVEL EDUCATION	10:9	10:9	10:9
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	./.	./.	./.
SECOND LEVEL	67	78	82
THIRD LEVEL	6.11	13.41	19.28
ENROLMENT RATIOS (F)			
FIRST LEVEL	./.	./.	./.
SECOND LEVEL	67	79	82
THIRD LEVEL	2.85	7.37	13.22

GREECE	1960	1970	1974
1. TOTAL POPULATION (000)	8 327	8 793	8 890
% FEMALE	51	51	51
2. SCHOOL-AGE POPULATION (000)	1 675	1 669	1 707
% FEMALE	49	48	49
3. ENROLMENT, ALL LEVELS	1 224 795	1 513 545	1 660 747
% FEMALE	45	45	45
FIRST LEVEL	895 887	907 446	927 848
% FEMALE	48	48	48
SECOND LEVEL	300 606	529 901	635 140
% FEMALE	39	43	43
THIRD LEVEL	29 302	76 198	97 759
% FEMALE	25	32	37
4. TEACHERS, ALL LEVELS	...	...	...
% FEMALE	...	...	...
FIRST LEVEL	23 251	29 336	30 458
% FEMALE	47	47	47
SECOND LEVEL	12 280	...	...
% FEMALE	32	...	...
THIRD LEVEL	926	3 483	5 744
% FEMALE	7	30	36
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) DRACHMAS	1 599 919	6 239 900	10 291 047
AS % OF GNP	1.5	2.1	1.7
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	73	60	56
SECOND LEVEL	25	35	38
THIRD LEVEL	2	5	6
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	78	63	59
SECOND LEVEL	21	33	36
THIRD LEVEL	1	4	5
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	5:6
SECOND LEVEL EDUCATION	12:6	12:6	11:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	102	108	105
SECOND LEVEL	38	64	81
THIRD LEVEL	3.84	12.01	15.53
ENROLMENT RATIOS (F)			
FIRST LEVEL	100	106	102
SECOND LEVEL	2.9	56	72
THIRD LEVEL	1.91	7.93	11.52

IRELAND	1960	1970	1975
1. TOTAL POPULATION (000)	2 834	2 953	3 130
% FEMALE	50	50	50
2. SCHOOL-AGE POPULATION (000)	670	701	735
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	...	...	715 702
% FEMALE	...	...	49
FIRST LEVEL	500 967	520 122	404 818
% FEMALE	50	49	49
SECOND LEVEL	111 620	208 705	270 956
% FEMALE	50	51	51
THIRD LEVEL	12 789	28 501	39 928
% FEMALE	30	34	38
4. TEACHERS, ALL LEVELS	...	...	36 061
% FEMALE	...	...	...
FIRST LEVEL	14 389	16 981	13 060
% FEMALE	70	...	65
SECOND LEVEL	8 558	...	18 913
% FEMALE	...	...	50
THIRD LEVEL	...	...	4 088
% FEMALE	...	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) POUNDS	19 915	82 185	230 483
AS % OF GNP	3.0	4.9	6.5
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	...	...	57
SECOND LEVEL	...	...	38
THIRD LEVEL	...	...	6
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	...	...	56
SECOND LEVEL	...	...	40
THIRD LEVEL	...	...	4
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	6:6
SECOND LEVEL EDUCATION	12:6	12:5	12:5
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	110	106	109
SECOND LEVEL	35	79	88
THIRD LEVEL	9.30	13.49	15.52
ENROLMENT RATIOS (F)			
FIRST LEVEL	112	106	108
SECOND LEVEL	35	79	92
THIRD LEVEL	5.13	9.42	11.97

ITALY	1960	1970	1975
1. TOTAL POPULATION (000)	50 223	53 565	55 023
% FEMALE	51	51	51
2. SCHOOL-AGE POPULATION (000)	9 660	9 900	10 517
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	6 958 214	9 352 077	10 685 306
% FEMALE	45	46	47
FIRST LEVEL	4 493 540	4 841 279	4 833 415
% FEMALE	48	48	49
SECOND LEVEL	2 194 829	3 823 556	4 875 179
% FEMALE	40	44	46
THIRD LEVEL	269 845	687 242	976 712
% FEMALE	27	38	39
4. TEACHERS, ALL LEVELS	405 062	600 923	729 958
% FEMALE	59	...	...
FIRST LEVEL	200 185	224 646	255 267
% FEMALE	74	77	83
SECOND LEVEL	187 706	332 106	432 867
% FEMALE	48	...	...
THIRD LEVEL	17 171	44 171	41 824
% FEMALE	6	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) LIRAS	708 936	2 500 061	5 675 784
AS % OF GNP	3.6	4.3	5.0
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	65	52	45
SECOND LEVEL	32	41	46
THIRD LEVEL	4	7	9
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	70	54	47
SECOND LEVEL	28	40	45
THIRD LEVEL	2	6	8
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:5	6:5	6:5
SECOND LEVEL EDUCATION	11:8	11:8	11:8
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	111	110	107
SECOND LEVEL	34	61	71
THIRD LEVEL	6.61	16.69	25.48
ENROLMENT RATIOS (F)			
FIRST LEVEL	109	109	106
SECOND LEVEL	28	55	67
THIRD LEVEL	3.61	12.85	20.13

LUXEMBOURG	1960	1970	1975
1. TOTAL POPULATION (000)	314	339	342
% FEMALE	51	51	51
2. SCHOOL-AGE POPULATION (000)	45	55	55
% FEMALE	49	44	44
3. ENROLMENT, ALL LEVELS	39 967	51 323	52 618
% FEMALE	*48	48	49
FIRST LEVEL	31 582	34 530	33 123
% FEMALE	50	49	49
SECOND LEVEL	8 238	16 430	19 012
% FEMALE	39	47	49
THIRD LEVEL	147	363	483
% FEMALE	*31	42	42
4. TEACHERS, ALL LEVELS	...	*3 323	...
% FEMALE	...	*39	...
FIRST LEVEL	1 197	1 750	...
% FEMALE	...	53	...
SECOND LEVEL	529	1 451	...
% FEMALE	...	25	...
THIRD LEVEL	51	*122	137
% FEMALE	...	*11	8
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) FRANCS	846 700	2 244 400	*3 641 300
AS % OF GNP	3.6	4.4	*5.2
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	79	67	63
SECOND LEVEL	21	32	36
THIRD LEVEL		1	1
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	*83	68	63
SECOND LEVEL	*17	31	36
THIRD LEVEL		1	1
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	6:6
SECOND LEVEL EDUCATION	12:7	12:7	12:7
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	125	112	114
SECOND LEVEL	29	48	53
THIRD LEVEL	0.70	1.56	2.00
ENROLMENT RATIOS (F)			
FIRST LEVEL	125	112	114
SECOND LEVEL	23	46	53
THIRD LEVEL	0.46	1.33	1.72

MALTA	1960	1970	1975
1. TOTAL POPULATION (000)	329	325	329
% FEMALE	52	52	52
2. SCHOOL-AGE POPULATION (000)	86	74	63
% FEMALE	45	46	46
3. ENROLMENT, ALL LEVELS	72 563	66 248	63 668
% FEMALE	47	...	47
FIRST LEVEL	61 643	40 021	29 834
% FEMALE	49	48	48
SECOND LEVEL	10 391	24 388	32 409
% FEMALE	39	...	46
THIRD LEVEL	529	1 839	1 425
% FEMALE	38	34	28
4. TEACHERS, ALL LEVELS	...	3 373	*4 155
% FEMALE	...	...	*46
FIRST LEVEL	2 238	1 391	*1 421
% FEMALE	...	72	*69
SECOND LEVEL	341	1 662	2 498
% FEMALE	30	...	37
THIRD LEVEL	98	320	236
% FEMALE	15	11	6
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) POUNDS	1 983	6 436	7 105
AS % OF GNP	3.9	6.3	4.4
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	85	60	47
SECOND LEVEL	14	37	51
THIRD LEVEL	1	3	2
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	88	...	49
SECOND LEVEL	12	...	50
THIRD LEVEL	1	...	1
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	...	...	5:6
SECOND LEVEL EDUCATION	...	...	11:7
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	126	108	101
SECOND LEVEL	21	50	75
THIRD LEVEL	2.30	5.59	4.60
ENROLMENT RATIOS (F)			
FIRST LEVEL	127	108	101
SECOND LEVEL	16	...	70
THIRD LEVEL	1.54	3.61	2.53

NETHERLANDS	1960	1970	1975
1. TOTAL POPULATION (000)	11 480	13 032	13 598
% FEMALE	50	50	50
2. SCHOOL-AGE POPULATION (000)	2 633	2 775	2 862
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	2 271 578	2 699 870	3 025 078
% FEMALE	*47	46	47
FIRST LEVEL	1 415 703	1 462 376	1 453 467
% FEMALE	48	49	49
SECOND LEVEL	749 646	1 006 327	1 283 585
% FEMALE	*47	45	47
THIRD LEVEL	106 229	231 167	288 026
% FEMALE	26	28	33
4. TEACHERS, ALL LEVELS	...	...	...
% FEMALE	...	...	...
FIRST LEVEL	41 633	49 243	52 700
% FEMALE	52	49	46
SECOND LEVEL	...	...	...
% FEMALE	...	...	...
THIRD LEVEL	...	...	...
% FEMALE	...	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) GUILDERS	2 006 000	8 874 000	18 096 000
AS % OF GNP	4.7	7.7	8.7
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	62	54	48
SECOND LEVEL	33	37	42
THIRD LEVEL	5	9	10
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	*65	58	51
SECOND LEVEL	*33	37	43
THIRD LEVEL	*3	5	7
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	6:6
SECOND LEVEL EDUCATION	12:6	12:6	12:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	105	102	101
SECOND LEVEL	58	75	90
THIRD LEVEL	13.18	19.51	25.93
ENROLMENT RATIOS (F)			
FIRST LEVEL	104	102	101
SECOND LEVEL	56	69	86
THIRD LEVEL	6.88	11.12	17.34

NORWAY	1960	1970	1975
1. TOTAL POPULATION (000)	3 581	3 877	4 006
% FEMALE	50	50	50
2. SCHOOL-AGE POPULATION (000)	724	728	751
% FEMALE	48	49	49
3. ENROLMENT, ALL LEVELS	631 018	738 467	783 397
% FEMALE	48	*49	48
FIRST LEVEL	429 675	385 628	390 129
% FEMALE	49	*51	49
SECOND LEVEL	187 055	302 792	326 640
% FEMALE	48	49	49
THIRD LEVEL	14 288	50 047	66 628
% FEMALE	34	30	38
4. TEACHERS, ALL LEVELS	39 547	56 290	...
% FEMALE	*39	*41	...
FIRST LEVEL	18 500	19 713	46 901
% FEMALE	52	*61	51
SECOND LEVEL	19 146	31 459	...
% FEMALE	*29	33	...
THIRD LEVEL	1 901	5 118	6 650
% FEMALE	15	17	16
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) KRONER	1 344 300	4 771 600	10 456 000
AS % OF GNP	4.1	5.9	7.1
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	68	52	50
SECOND LEVEL	30	41	42
THIRD LEVEL	2	7	9
% ENROLMENT (F) BY LEVEL	100	*100	100
FIRST LEVEL	69	*55	51
SECOND LEVEL	30	*41	43
THIRD LEVEL	2	*4	7
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	7:6	7:6	7:6
SECOND LEVEL EDUCATION	13.6	13:6	13:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	118	104	102
SECOND LEVEL	53	84	88
THIRD LEVEL	6.87	15.91	22.15
ENROLMENT RATIOS (F)			
FIRST LEVEL	118	109	102
SECOND LEVEL	53	83	88
THIRD LEVEL	4.77	9.94	17.08

PORTUGAL	1960	1970	1975
1. TOTAL POPULATION (000)	8 829	8 628	8 761
% FEMALE	52	53	53
2. SCHOOL-AGE POPULATION (000)	1 974	1 935	1 931
% FEMALE	50	50	49
3. ENROLMENT, ALL LEVELS	1 140 621	1 488 115	1 756 080
% FEMALE	46	48	48
FIRST LEVEL	887 235	992 446	922 204
% FEMALE	48	49	48
SECOND LEVEL	229 150	445 574	754 174
% FEMALE	40	45	49
THIRD LEVEL	24 236	50 095	79 702
% FEMALE	30	44	45
4. TEACHERS, ALL LEVELS	39 784	59 205	98 644
% FEMALE	...	*69	69
FIRST LEVEL	26 087	29 554	38 706
% FEMALE	82	89	92
SECOND LEVEL	12 080	26 782	52 047
% FEMALE	...	*53	58
THIRD LEVEL	1 617	2 869	7 891
% FEMALE	10	19	32
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) ESCUDOS	1 330 600	3 022 366	8 810 510
AS % OF GNP	1.8	1.6	2.4
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	78	67	53
SECOND LEVEL	20	30	43
THIRD LEVEL	2	3	5
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	81	68	53
SECOND LEVEL	17	29	43
THIRD LEVEL	1	3	4
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	7:4	6:6	6:6
SECOND LEVEL EDUCATION	11:7	12:5	12:5
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	131	98	97
SECOND LEVEL	20	57	85
THIRD LEVEL	3.46	7.97	11.65
ENROLMENT RATIOS (F)			
FIRST LEVEL	129	96	95
SECOND LEVEL	16	51	84
THIRD LEVEL	1.97	6.76	9.93

SPAIN	1960	1970	1975
1. TOTAL POPULATION (000)	30 303	33 778	35 433
% FEMALE	51	51	51
2. SCHOOL-AGE POPULATION (000)	6 301	7 186	7 565
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	...	6 104 969	7 382 177
% FEMALE	...	46	48
FIRST LEVEL	3 387 350	3 929 569	3 653 320
% FEMALE	51	50	49
SECOND LEVEL	728 363	1 950 496	3 188 619
% FEMALE	...	42	48
THIRD LEVEL	87 388	224 904	540 238
% FEMALE	23	27	36
4. TEACHERS, ALL LEVELS	...	...	...
% FEMALE	...	...	...
FIRST LEVEL	...	115 607	172 122
% FEMALE	...	58	58
SECOND LEVEL	40 095	90 770	...
% FEMALE	...	...	...
THIRD LEVEL	4 193	...	29 701
% FEMALE	...	...	19
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) PESETAS	7 864	53 156	83 090
AS % OF GNP	1.1	2.1	1.7
6. % ENROLMENT (MF) BY LEVEL	...	100	100
FIRST LEVEL	...	64	49
SECOND LEVEL	...	32	43
THIRD LEVEL	...	4	7
% ENROLMENT (F) BY LEVEL	...	100	100
FIRST LEVEL	...	69	51
SECOND LEVEL	...	29	44
THIRD LEVEL	...	2	6
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:5	6:5	6:5
SECOND LEVEL EDUCATION	11:6	11:6	11:7
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	110	123	115
SECOND LEVEL	23	56	73
THIRD LEVEL	3.95	8.91	20.77
ENROLMENT RATIOS (F)			
FIRST LEVEL	116	125	115
SECOND LEVEL	...	48	71
THIRD LEVEL	1.87	4.83	15.02

SWEDEN	1960	1970	1974
1. TOTAL POPULATION (000)	7 480	8 042	8 257
% FEMALE	50	50	50
2. SCHOOL-AGE POPULATION (000)	1 414	1 290	1 355
% FEMALE	49	48	49
3. ENROLMENT, ALL LEVELS	*1 157 334	1 311 029	1 349 279
% FEMALE	*49	48	49
FIRST LEVEL	650 066	615 331	688 806
% FEMALE	49	49	49
SECOND LEVEL	*465 244	554 480	531 594
% FEMALE	*50	48	49
THIRD LEVEL	42 024	141 218	128 879
% FEMALE	36	42	46
4. TEACHERS, ALL LEVELS	...	...	...
% FEMALE	...	...	...
FIRST LEVEL	...	*30 800	42 958
% FEMALE	...	*83	80
SECOND LEVEL	...	*54 970	54 656
% FEMALE	...	*44	45
THIRD LEVEL	...	...	...
% FEMALE	...	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) KRONOR	3 086 700	13 150 000	18 451 100
AS % OF GNP	4.6	7.7	7.5
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	*56	47	51
SECOND LEVEL	*40	42	39
THIRD LEVEL	*4	11	10
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	*56	48	51
SECOND LEVEL	*41	42	40
THIRD LEVEL	*3	10	9
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	7:6	7:6	7:6
SECOND LEVEL EDUCATION	13:7	13:7	13:7
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	96	97	97
SECOND LEVEL	55	72	70
THIRD LEVEL	9.04	21.34	21.81
ENROLMENT RATIOS (F)			
FIRST LEVEL	96	97	98
SECOND LEVEL	56	71	70
THIRD LEVEL	6.59	18.51	20.43

TURKEY	1960	1970	1974
1. TOTAL POPULATION (000)	27 509	35 231	38 901
% FEMALE	49	49	50
2. SCHOOL-AGE POPULATION (000)	7 689	10 291	11 332
% FEMALE	47	49	49
3. ENROLMENT, ALL LEVELS	3 413 426	6 490 498	...
% FEMALE	35	39	...
FIRST LEVEL	2 866 501	5 011 926	5 377 708
% FEMALE	37	42	44
SECOND LEVEL	481 628	1 308 779	...
% FEMALE	26	29	...
THIRD LEVEL	65 297	169 793	218 934
% FEMALE	20	19	21
4. TEACHERS, ALL LEVELS	91 560	189 258	...
% FEMALE	26	34	...
FIRST LEVEL	62 526	132 577	160 271
% FEMALE	22	34	38
SECOND LEVEL	24 963	47 452	...
% FEMALE	34	37	...
THIRD LEVEL	4 071	9 229	13 778
% FEMALE	19	23	24
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) LIRAS	1 211 600	4 269 835	...
AS % OF GNP	2.6	2.9	...
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	84	77	...
SECOND LEVEL	14	20	...
THIRD LEVEL	2	3	...
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	89	84	...
SECOND LEVEL	10	15	...
THIRD LEVEL	1	1	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:5	7:5	6:5
SECOND LEVEL EDUCATION	11:6	12:6	11:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	75	109	104
SECOND LEVEL	14	28	...
THIRD LEVEL	2.86	6.09	6.59
ENROLMENT RATIOS (F)			
FIRST LEVEL	58	94	94
SECOND LEVEL	8	16	...
THIRD LEVEL	1.16	2.42	2.87

UNITED KINGDOM	1960	1970	1974
1. TOTAL POPULATION (000)	52 559	55 480	56 316
% FEMALE	52	51	51
2. SCHOOL-AGE POPULATION (000)	9 518	10 355	10 797
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	...	10 556 716	11 505 602
% FEMALE	...	48	48
FIRST LEVEL	4 948 902	5 806 349	5 811 517
% FEMALE	49	49	49
SECOND LEVEL	3 746 794	4 149 067	4 990 440
% FEMALE	...	48	49
THIRD LEVEL	...	601 300	703 645
% FEMALE	...	33	36
4. TEACHERS, ALL LEVELS	...	...	...
% FEMALE	...	...	...
FIRST LEVEL	168 745	248 908	282 793
% FEMALE	75	77	79
SECOND LEVEL	228 199	...	...
% FEMALE	44	...	...
THIRD LEVEL	...	...	...
% FEMALE	...	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) POUNDS STERLING	...	2 646 800	5 507 500
AS % OF GNP	...	5.0	6.2
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	...	55	51
SECOND LEVEL	...	39	43
THIRD LEVEL	...	6	6
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	...	56	51
SECOND LEVEL	...	40	44
THIRD LEVEL	...	4	5
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	5:7	5:6	5:6
SECOND LEVEL EDUCATION	12:7	11:7	11:7
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	95	104	105
SECOND LEVEL	67	73	81
THIRD LEVEL	...	14.07	16.66
ENROLMENT RATIOS (F)			
FIRST LEVEL	94	104	105
SECOND LEVEL	...	73	81
THIRD LEVEL	...	9.48	12.15

UNITED STATES OF AMERICA	1960	1970	1975
1. TOTAL POPULATION (000)	180 719	204 879	213 925
% FEMALE	51	51	51
2. SCHOOL-AGE POPULATION (000)	40 364	48 780	46 478
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	...	*60 308 117	*58 576 859
% FEMALE	...	...	...
FIRST LEVEL	29 965 000	*31 900 000	*26 846 000
% FEMALE	...	...	...
SECOND LEVEL	9 600 000	*19 910 000	*20 546 000
% FEMALE	...	...	...
THIRD LEVEL	3 582 726	8 498 117	11 184 859
% FEMALE	37	41	45
4. TEACHERS, ALL LEVELS	...	*2 914 000	*3 133 000
% FEMALE	...	...	...
FIRST LEVEL	833 772	*1 316 000	*1 354 000
% FEMALE	...	...	...
SECOND LEVEL	521 186	*1 024 000	*1 109 000
% FEMALE	...	...	...
THIRD LEVEL	276 000	574 000	670 000
% FEMALE	...	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) DOLLARS	*19 447	*64 600	*100 700
AS % OF GNP	*4.0	*6.4	*6.2
6. % ENROLMENT (MF) BY LEVEL	100	*100	*100
FIRST LEVEL	...	*53	*46
SECOND LEVEL	...	*33	*35
THIRD LEVEL	...	*14	*19
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	...	...	...
SECOND LEVEL	...	...	...
THIRD LEVEL	...	...	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:7	6:7	5:8
SECOND LEVEL EDUCATION	13:5	13:5	13:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	./.	./.	./.
SECOND LEVEL	98	101	87
THIRD LEVEL	32.07	49.43	57.64
ENROLMENT RATIOS (F)			
FIRST LEVEL	...	...	...
SECOND LEVEL	...	...	...
THIRD LEVEL	23.84	41.05	52.46

ARGENTINA	1960	1970	1976
1. TOTAL POPULATION (000)	20 610	23 747	25 712
% FEMALE	49	50	50
2. SCHOOL-AGE POPULATION (000)	4 690	5 356	5 562
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	3 601 487	4 637 403	...
% FEMALE	49	50	...
FIRST LEVEL	2 849 071	3 385 790	3 601 243
% FEMALE	49	49	49
SECOND LEVEL	578 481	976 979	1 283 056
% FEMALE	51	52	52
THIRD LEVEL	173 935	274 634	601 395
% FEMALE	33	43	48
4. TEACHERS, ALL LEVELS	216 776	332 670	407 967
% FEMALE	76	76	75
FIRST LEVEL	129 732	175 929	199 256
% FEMALE	90	92	93
SECOND LEVEL	78 469	134 264	169 704
% FEMALE	57	62	62
THIRD LEVEL	8 575	22 477	39 007
% FEMALE	20	31	40
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) PESOS	192 170	1 786 519	35 773 000
AS % OF GNP	1.9	1.9	2.7
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	79	73	...
SECOND LEVEL	16	21	...
THIRD LEVEL	5	6	...
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	80	73	...
SECOND LEVEL	17	22	...
THIRD LEVEL	3	5	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:7	5:7	5:7
SECOND LEVEL EDUCATION	13:5	12:6	12:5
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	98	106	108
SECOND LEVEL	32	37	56
THIRD LEVEL	10.87	14.23	27.98
ENROLMENT RATIOS (F)			
FIRST LEVEL	99	107	108
SECOND LEVEL	33	40	60
THIRD LEVEL	7.24	12.35	27.36

CHILE	1960	1970	1975
1. TOTAL POPULATION (000)	7 585	9 368	10 253
% FEMALE	50	51	51
2. SCHOOL-AGE POPULATION (000)	2 066	2 676	2 863
% FEMALE	50	50	50
3. ENROLMENT, ALL LEVELS	1 428 363	2 420 565	2 897 556
% FEMALE	49	50	*50
FIRST LEVEL	1 173 845	2 040 071	2 298 998
% FEMALE	49	50	49
SECOND LEVEL	228 491	302 064	448 911
% FEMALE	50	53	53
THIRD LEVEL	26 027	78 430	149 647
% FEMALE	37	38	*45
4. TEACHERS, ALL LEVELS	...	...	106 833
% FEMALE	...	...	...
FIRST LEVEL	...	40 823	65 817
% FEMALE	...	69	74
SECOND LEVEL	...	...	29 567
% FEMALE	...	...	50
THIRD LEVEL	6 397	...	11 419
% FEMALE			
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) PESOS	108	4 866	1 399 626
AS % OF GNP	2.6	5.1	3.7
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	82	64	79
SECOND LEVEL	16	12	15
THIRD LEVEL	2	3	5
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	82	84	*79
SECOND LEVEL	16	13	*17
THIRD LEVEL	1	3	*5
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	7:6	6:8	6:8
SECOND LEVEL EDUCATION	13:6	14:4	14:4
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	109	107	119
SECOND LEVEL	24	39	48
THIRD LEVEL	4.16	9.40	16.54
ENROLMENT RATIOS (F)			
FIRST LEVEL	107	107	118
SECOND LEVEL	24	41	51
THIRD LEVEL	3.08	7.23	14.94

COSTA RICA	1960	1970	1976
1. TOTAL POPULATION (000)	1 250	1 736	2 050
% FEMALE	50	50	50
2. SCHOOL-AGE POPULATION (000)	374	572	642
% FEMALE	49	48	49
3. ENROLMENT, ALL LEVELS	229 954	425 919	518 344
% FEMALE	49	49	...
FIRST LEVEL	198 049	349 378	365 957
% FEMALE	49	49	49
SECOND LEVEL	27 202	61 068	116 037
% FEMALE	50	51	52
THIRD LEVEL	4 703	15 473	36 350
% FEMALE	44	44	...
4. TEACHERS, ALL LEVELS	...	...	...
% FEMALE	...	...	...
FIRST LEVEL	7 632	11 720	10 965
% FEMALE	78	75	82
SECOND LEVEL	...	3 691	5 915
% FEMALE	...	47	...
THIRD LEVEL	438	...	...
% FEMALE	22	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) COLONES	116 400	331 500	1 113 826
AS % OF GNP	4.2	5.2	6.9
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	86	82	71
SECOND LEVEL	12	14	22
THIRD LEVEL	2	4	7
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	86	82	...
SECOND LEVEL	12	15	...
THIRD LEVEL	2	3	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	7:6	6:6	6:6
SECOND LEVEL EDUCATION	13:5	12:5	12:5
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	96	110	111
SECOND LEVEL	21	28	43
THIRD LEVEL	4.80	10.28	18.03
ENROLMENT RATIOS (F)			
FIRST LEVEL	95	109	110
SECOND LEVEL	21	28	46
THIRD LEVEL	4.26	9.01	...

CUBA	1960	1970	1975
1. TOTAL POPULATION (000)	7 019	8 564	9 481
% FEMALE	49	49	49
2. SCHOOL-AGE POPULATION (000)	1 820	2 226	2 626
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	...	1 791 960	2 432 805
% FEMALE	...	...	...
FIRST LEVEL	1 029 963	1 530 376	1 795 752
% FEMALE	...	49	48
SECOND LEVEL	122 897	235 242	554 365
% FEMALE	...	...	49
THIRD LEVEL	...	26 342	82 688
% FEMALE	...	39	...
4. TEACHERS, ALL LEVELS	...	82 465	...
% FEMALE	...	...	...
FIRST LEVEL	29 924	56 555	77 472
% FEMALE	...	...	72
SECOND LEVEL	6 962	21 781	42 306
% FEMALE	...	...	47
THIRD LEVEL	...	4 129	...
% FEMALE	...	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) PESOS	...	351 100	*735 400
AS % OF GNP	...	...	...
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	...	85	74
SECOND LEVEL	...	13	23
THIRD LEVEL	...	1	3
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	...	...	...
SECOND LEVEL	...	...	...
THIRD LEVEL	...	...	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	6:6
SECOND LEVEL EDUCATION	12:6	12:7	12:7
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	109	119	125
SECOND LEVEL	14	21	41
THIRD LEVEL	...	3.69	11.06
ENROLMENT RATIOS (F)			
FIRST LEVEL	...	118	122
SECOND LEVEL	...	...	42
THIRD LEVEL	...	2.94	...

DOMINICAN REPUBLIC	1960	1970	1974
1. TOTAL POPULATION (000)	3 159	4 342	4 951
% FEMALE	49	49	50
2. SCHOOL-AGE POPULATION (000)	948	1 403	1 602
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	536 631	900 588	...
% FEMALE	49	...	...
FIRST LEVEL	505 046	764 085	...
% FEMALE	49	50	...
SECOND LEVEL	28 137	112 957	...
% FEMALE	53	...	...
THIRD LEVEL	3 448	23 546	41 352
% FEMALE	28	43	46
4. TEACHERS, ALL LEVELS	10 170	...	...
% FEMALE	...	...	...
FIRST LEVEL	8 758	14 418	...
% FEMALE	73	71	...
SECOND LEVEL	1 267	4 668	...
% FEMALE	66	57	...
THIRD LEVEL	145	...	...
% FEMALE	...	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) PESOS	...	42 200	...
AS % OF GNP	...	2.9	...
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	94	85	...
SECOND LEVEL	5	13	...
THIRD LEVEL	1	3	...
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	94	...	...
SECOND LEVEL	6	...	...
THIRD LEVEL		...	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	7:6	7:6	7:6
SECOND LEVEL EDUCATION	13:6	13:6	13:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	98	101	...
SECOND LEVEL	7	19	...
THIRD LEVEL	1.31	6.53	9.39
ENROLMENT RATIOS (F)			
FIRST LEVEL	98	102	...
SECOND LEVEL	7	...	...
THIRD LEVEL	0.73	5.70	8.34

ECUADOR	1960	1970	1976
1. TOTAL POPULATION (000)	4 328	6 030	7 322
% FEMALE	50	50	50
2. SCHOOL-AGE POPULATION (000)	1 283	1 876	2 320
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	...	...	*1 890 530
% FEMALE	...	...	...
FIRST LEVEL	596 019	1 016 483	1 278 402
% FEMALE	47	48	49
SECOND LEVEL	67 028	219 394	*431 315
% FEMALE	42	...	...
THIRD LEVEL	9 361	38 692	180 813
% FEMALE	19	30	...
4. TEACHERS, ALL LEVELS	22 391	44 384	...
% FEMALE	53	...	...
FIRST LEVEL	15 344	26 609	33 567
% FEMALE	65	64	65
SECOND LEVEL	5 912	14 908	*26 107
% FEMALE	32	...	...
THIRD LEVEL	1 135	2 867	...
% FEMALE	5	7	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) SUCRES	267 892	1 445 003	...
AS % OF GNP	2.0	4.4	...
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	...	...	*68
SECOND LEVEL	...	...	*23
THIRD LEVEL	...	...	*9
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	...	...	...
SECOND LEVEL	...	...	...
THIRD LEVEL	...	...	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	6:6
SECOND LEVEL EDUCATION	12:6	12:6	12:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	83	97	102
SECOND LEVEL	12	26	42
THIRD LEVEL	2.56	7.65	28.38
ENROLMENT RATIOS (F)			
FIRST LEVEL	79	95	101
SECOND LEVEL	10	...	...
THIRD LEVEL	0.96	4.64	...

MEXICO	1960	1970	1976
1. TOTAL POPULATION (000)	36 368	50 312	61 221
% FEMALE	50	50	50
2. SCHOOL-AGE POPULATION (000)	10 722	15 991	19 237
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	5 475 803	11 080 269	15 929 014
% FEMALE	...	46	...
FIRST LEVEL	4 884 988	9 248 290	12 148 221
% FEMALE	...	48	48
SECOND LEVEL	512 216	1 584 342	3 241 421
% FEMALE	38	38	45
THIRD LEVEL	78 599	247 637	539 372
% FEMALE	18	20	...
4. TEACHERS, ALL LEVELS	...	...	508 667
% FEMALE	...	...	...
FIRST LEVEL	111 134	201 453	274 717
% FEMALE	...	61	62
SECOND LEVEL	39 169	109 470	192 970
% FEMALE	30	...	...
THIRD LEVEL	...	...	40 980
% FEMALE	...	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) PESOS	2 112 250	10 798 600	38 331 400
AS % OF GNP	1.3	2.6	4.0
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	89	83	76
SECOND LEVEL	9	14	20
THIRD LEVEL	1	2	3
% ENROLMENT (F) BY LEVEL	...	100	100
FIRST LEVEL	...	87	...
SECOND LEVEL	...	12	...
THIRD LEVEL	...	1	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	6:6
SECOND LEVEL EDUCATION	12:6	12:6	12:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	80	104	116
SECOND LEVEL	11	22	37
THIRD LEVEL	2.62	6.07	9.77
ENROLMENT RATIOS (F)			
FIRST LEVEL	...	102	114
SECOND LEVEL	8	17	34
THIRD LEVEL	0.92	2.45	...

PANAMA	1960	1970	1976
1. TOTAL POPULATION (000)	1 081	1 458	1 726
% FEMALE	49	49	49
2. SCHOOL-AGE POPULATION (000)	309	437	518
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	204 704	341 912	513 698
% FEMALE	49	49	49
FIRST LEVEL	161 800	255 287	353 646
% FEMALE	48	48	48
SECOND LEVEL	38 874	78 466	129 579
% FEMALE	53	52	52
THIRD LEVEL	4 030	8 159	30 473
% FEMALE	43	46	51
4. TEACHERS, ALL LEVELS	7 541	13 663	19 071
% FEMALE	75	71	...
FIRST LEVEL	5 672	9 431	11 943
% FEMALE	82	80	78
SECOND LEVEL	1 695	3 784	5 701
% FEMALE	57	56	55
THIRD LEVEL	174	448	1 427
% FEMALE	20	21	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) BALBOAS	14 410	55 068	114 616
AS % OF GNP	3.5	5.4	*5.7
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	79	75	69
SECOND LEVEL	19	23	25
THIRD LEVEL	2	2	6
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	78	73	67
SECOND LEVEL	20	24	27
THIRD LEVEL	2	2	6
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	7:6	6:6	6:6
SECOND LEVEL EDUCATION	13:6	12:6	12:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	96	103	126
SECOND LEVEL	29	40	53
THIRD LEVEL	4.63	6.59	20.09
ENROLMENT RATIOS (F)			
FIRST LEVEL	94	100	123
SECOND LEVEL	31	42	56
THIRD LEVEL	4.07	6.24	21.01

PARAGUAY	1960	1970	1974
1. TOTAL POPULATION (000)	1 774	2 301	2 573
% FEMALE	51	50	50
2. SCHOOL-AGE POPULATION (000)	536	734	809
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	329 718	488 128	...
% FEMALE	46	47	...
FIRST LEVEL	301 711	424 179	454 986
% FEMALE	46	47	47
SECOND LEVEL	24 582	55 777	*71 600
% FEMALE	50	50	...
THIRD LEVEL	3 425	8 172	...
% FEMALE	32	42	...
4. TEACHERS, ALL LEVELS	14 375	20 029	...
% FEMALE	...	...	...
FIRST LEVEL	10 719	13 135	16 401
% FEMALE	...	...	...
SECOND LEVEL	3 177	5 938	7 013
% FEMALE	...	58	...
THIRD LEVEL	479	956	...
% FEMALE	...	...	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) GUARANIS	...	1 600 956	2 358 400
AS % OF GNP	...	2.2	1.4
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	92	87	...
SECOND LEVEL	7	11	...
THIRD LEVEL	1	2	...
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	91	86	...
SECOND LEVEL	8	12	...
THIRD LEVEL	1	1	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	7:6	7:6
SECOND LEVEL EDUCATION	12:6	13:6	13:6
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	98	109	106
SECOND LEVEL	11	17	20
THIRD LEVEL	2.39	4.32	...
ENROLMENT RATIOS (F)			
FIRST LEVEL	90	104	102
SECOND LEVEL	11	17	...
THIRD LEVEL	1.50	3.64	...

PERU	1960	1970	1975
1. TOTAL POPULATION (000)	9 993	13 247	15 325
% FEMALE	50	50	50
2. SCHOOL-AGE POPULATION (000)	2 953	4 018	4 667
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	1 567 984	3 013 517	3 849 755
% FEMALE	...	45	...
FIRST LEVEL	1 358 200	2 341 100	2 840 625
% FEMALE	...	46	...
SECOND LEVEL	174 793	546 183	813 489
% FEMALE	40	43	...
THIRD LEVEL	34 991	126 234	195 641
% FEMALE	29	34	32
4. TEACHERS, ALL LEVELS	56 998	93 265	118 375
% FEMALE	...	...	...
FIRST LEVEL	38 540	58 672	72 641
% FEMALE	...	...	...
SECOND LEVEL	14 450	23 920	34 136
% FEMALE	...	...	...
THIRD LEVEL	4 008	10 673	11 598
% FEMALE	13	15	14
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) SOLES	1 488 208	8 987 000	21 756 200
AS % OF GNP	2.7	3.8	3.9
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	87	78	74
SECOND LEVEL	11	18	21
THIRD LEVEL	2	4	5
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	...	79	...
SECOND LEVEL	...	17	...
THIRD LEVEL	...	3	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	6:6	6:6	6:6
SECOND LEVEL EDUCATION	12:5	12:6	12:5
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	83	107	111
SECOND LEVEL	15	30	46
THIRD LEVEL	4.09	10.79	14.41
ENROLMENT RATIOS (F)			
FIRST LEVEL	...	99	...
SECOND LEVEL	13	26	65
THIRD LEVEL	2.37	7.50	9.35

VENEZUELA	1960	1970	1975
1. TOTAL POPULATION (000)	7 635	10 558	12 212
% FEMALE	49	50	50
2. SCHOOL-AGE POPULATION (000)	2 216	3 470	3 985
% FEMALE	49	49	49
3. ENROLMENT, ALL LEVELS	1 412 132	2 336 308	2 991 093
% FEMALE	*49	*50	...
FIRST LEVEL	1 222 978	1 769 680	2 108 413
% FEMALE	49	50	49
SECOND LEVEL	162 677	465 861	669 138
% FEMALE	*47	51	53
THIRD LEVEL	26 477	100 767	213 542
% FEMALE	31	*41	...
4. TEACHERS, ALL LEVELS	47 416	81 960	...
% FEMALE	66	66	...
FIRST LEVEL	34 700	50 822	...
% FEMALE	81	86	...
SECOND LEVEL	9 623	22 983	...
% FEMALE	32	39	...
THIRD LEVEL	3 093	8 155	15 792
% FEMALE	9	18	...
5. PUBLIC EXPENDITURE ON EDUC.			
TOTAL (000) BOLIVARES	641 597	2 355 222	6 225 161
AS % OF GNP	2.7	4.8	5.4
6. % ENROLMENT (MF) BY LEVEL	100	100	100
FIRST LEVEL	87	76	70
SECOND LEVEL	12	20	22
THIRD LEVEL	2	4	7
% ENROLMENT (F) BY LEVEL	100	100	100
FIRST LEVEL	*88	*76	...
SECOND LEVEL	*11	*21	...
THIRD LEVEL	*1	*4	...
7. ENTRANCE AGE : DURATION OF			
FIRST LEVEL EDUCATION	7:6	7:6	7:6
SECOND LEVEL EDUCATION	13:5	13:5	13:5
8. ENROLMENT RATIOS (MF)			
FIRST LEVEL	100	94	100
SECOND LEVEL	21	37	44
THIRD LEVEL	4.29	11.70	18.96
ENROLMENT RATIOS (F)			
FIRST LEVEL	100	95	101
SECOND LEVEL	21	39	47
THIRD LEVEL	2.76	9.66	...

NOTES

BURUNDI

Data on teachers at the first level for 1975 include pre-primary education.

Data for public expenditure on education refer to current expenditure only.

For 1960, data for public expenditure on education refer to 1962.

CENTRAL AFRICAN EMPIRE

Data on enrolment and teachers at the first level for 1975 refer to public education only.

Data for public expenditure on education refer to current expenditure only.

For 1975, data for public expenditure refer to 1974.

CHAD

Data on enrolment at the first level for 1970 do not include private Moslem education.

Data on teachers at the first level for 1975 refer to public education only.

Data for public expenditure on education refer to current expenditure only by the central government.

CONGO

Data on expenditure relate to the central government only.

ETHIOPIA

Data on expenditure for 1975 exclude expenditure for universities.

GHANA

For 1975, data for enrolment and teachers at the first level refer to public education only.

Data on expenditure for 1970 and 1975 relate to the central government only.

MALI

For 1970 and 1975 data for public expenditure on education refer to current expenditure only.

NIGERIA

For 1970, data for public expenditure on education refer to current expenditure only.

ALGERIA

Data on teachers at the first level of education for 1975 refer to public education only.

For 1976, data for public expenditure on education refer to 1975 and relate to expenditure of the Ministry of Primary and Secondary Education only.

BAHRAIN

Data on teachers at the first level for 1974 include part of intermediate education teaching staff.

EGYPT

Data on enrolment at the second level for 1970 do not include secondary general classes at the Al Azhar University.

Data on teachers at the second level for 1970 and 1974 do not include teaching staff of the secondary general classes at Al Azhar University.

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JORDAN

For 1970 and 1974, data for enrolment, teachers and expenditure refer to the East Bank only.

MOROCCO

Data on enrolment at the third level for 1960 refer to universities only.
Data on teachers at the first level for 1970 include pre-primary education.
Data on teachers at the third level for 1970 refer to full-time teaching staff only.

LIBYAN ARAB JAMAHIRIYA

For 1960, data for public expenditure refer to 1961 and relate to current expenditure only.

SUDAN

For 1975, data for public expenditure on education refer to 1974.

TUNISIA

Data on teachers at the first level for 1976 refer to public education only.
For 1960 and 1976, data for public expenditure on education refer to 1961 and 1975 respectively. Data for 1961 refer to current expenditure only.

AUSTRALIA

Data on enrolment at the first level for 1970 include pre-primary classes, upgraded, special and correspondence courses.

BANGLADESH

For 1976, data for public expenditure on education refer to 1975.

INDIA

Data on teachers at the first level for 1960 do not include teachers in primary classes attached to secondary schools.

INDONESIA

Data for expenditure are given in millions.

JAPAN

Data for expenditure are given in millions.

MALAYSIA

For 1974, data for expenditure refer to 1975.

NEW ZEALAND

Data on enrolment at the first level for 1960, 1970 and 1975, and at the second level for 1975, include special education at the first and second levels respectively.
Data on teachers for forms I and II at the second level for 1960, 1970 and 1975 are included at the first level.
Special education teachers are also included at the first level.

PAKISTAN

Data concerning arts and science colleges were classified partly with education at the second level (intermediate courses) and partly with the third level (degree courses).

However, as it was not possible to separate data on teachers for the two levels of education, this data was included with second-level education.

REPUBLIC OF KOREA

For 1976, data for public expenditure on education refer to 1975.

THAILAND

Enrolment at the third level for 1975 include data concerning the Open Admission University.

BULGARIA

Data on enrolment at the third level include evening and correspondence courses.

Data for public expenditure on education as % of gross national product (GNP) represent the percentage of the net material product (NMP).

BYELORUSSIAN SSR

Figures relating to the Byelorussian SSR are already included with those of the USSR.

CZECHOSLOVAKIA

Data for public expenditure on education as % of gross national product (GNP) represent the percentage of the net material product (NMP).

GERMAN DEMOCRATIC REPUBLIC

In 1975 preparatory studies for higher education, extended secondary schools and vocational training (including university entrance examination) were included with education at the third level (non-university) as a result of application of ISCED (International Standard Classification of Education). Classification by ISCED levels 5, 6 and 7 was also changed and it is no longer comparable with the previous classification used until 1974.

Data on teachers at the first level include teaching staff in general education and special schools.

Data for public expenditure on education refer to current expenditure only.

For 1975, data for public expenditure refer to 1974.

Data for public expenditure on education as % of gross national product (GNP) represent the percentage of the net material product (NMP).

HUNGARY

Data on enrolment at the third level include evening and correspondence courses.

Data for public expenditure on education as % of gross national product (GNP) represent the percentage of the net material product (NMP).

POLAND

Data on enrolment at the third level include evening and correspondence courses.

For 1960, data on teachers at the third level refer to full-time teaching staff only.

Data on teachers at the third level do not include vocational post-secondary staff.

In 1975, data for public expenditure on education refer to current expenditure only and expenditure as % of gross national product (GNP) represents the percentage of the net material product (NMP).

Data for expenditure are given in millions.

ROMANIA

Data on enrolment at the first level for 1975 include pupils in evening courses; at the second level for 1975 they include part-time and adult pupils; at the third level for all years they include students in evening and correspondence courses.

UKRAINIAN SSR

Data for public expenditure on education as % of gross national product (GNP) represent the percentage of net material product (NMP).

Figures relating to the Ukrainian SSR are already included with those of the USSR.

USSR

These figures include data relative to the Byelorussian SSR and the Ukrainian SSR.

Data on general education teaching staff at the second level are included at the first level.

Data for public expenditure on education as % of gross national product (GNP) represent the percentage of net material product (NMP).

AUSTRIA

Data for teachers at the first level of education include grades 5 to 8 of the *Volksschulen* whose pupils are shown at the second level.

BELGIUM

Data on expenditure for education for 1970 and 1975 refer to the expenditure of the Ministry of Education only.

CANADA

Data on enrolment at the first level for 1976 cover grades 1 to 6; those for prior years refer to grades 1 to 6, 1 to 7, or 1 to 8 according to province.

Data on enrolment at the third level for 1960 do not include part-time students at non-university institutions. Data on teachers at the third level for 1960 and 1970 include only full-time teaching staff at university and teacher-training institutions. Data on teachers at the first level for 1976 include teachers at second-level general education. Data on public expenditure on education shown for 1960 refer to 1961; those shown for 1976 refer to 1975.

CYPRUS

All data on enrolment and teachers for 1970 and later refer to Greek education only; expenditure data for all years refer to that of the Office of Greek education only. Data on expenditure shown for 1960 refer to 1961; those shown for 1976 refer to 1975.

DENMARK

Data on teachers at the first level for 1970 include pre-primary education and second-level general education. Data on teachers at the first level for 1975 include second-level general education. Public expenditure on education as % of gross national product (GNP) shown for 1975 represents the percentage of the gross domestic product (GDP) at market prices.

FRANCE

Data on teachers at the first level for 1960 and 1970 refer to public education only.

Public expenditure on education as % of gross national product (GNP) shown for 1975 represents the percentage of the gross domestic product (GDP) at market prices.

GREECE

Data on teachers at the third level for 1960 do not include instructors and teaching assistants.

IRELAND

Data on enrolment and on teachers at the first level for 1960 and 1970 include pre-primary education; data for 1960 also include secondary classes attached to primary schools.

Data on enrolment at the third level for 1960 refer to universities and equivalent degree-granting institutions and teacher training colleges only.

ITALY

Data for expenditure are given in millions.

LUXEMBOURG

Enrolment and teachers at the third level for 1960 exclude data relating to the *Université Internationale des Sciences Comparées*.

Data on teachers at the second level for 1960 refer to public education only.

For 1975, data for public expenditure on education refer to 1973.

MALTA

Data on teachers at the first level for 1960 refer to public education only.

NETHERLANDS

Data on teachers at the first level for 1960, 1970 and 1975 include only full-time teaching staff.

NORWAY

Data on teachers at the first level for 1975 include teachers in second-level general education.

PORTUGAL

For 1975, data for public expenditure on education refer to 1974.

Data on expenditure for 1970 and 1974 refer to expenditure of the Ministry of Education only.

SPAIN

Data on enrolment at the first level for 1960 include pre-primary education.

Data on teachers at the first level for 1975 include teachers in the first cycle of general education at the second level.

For 1975, data for public expenditure on education refer to 1974.

Data on expenditure for 1970 and 1974 refer to expenditure of the central government only. Data for expenditure are given in millions.

TURKEY

Expenditure data for 1970 refer to expenditure of the central government only.

UNITED KINGDOM

Data on teachers at the first level include pre-primary education.

UNITED STATES OF AMERICA

Data on enrolment and teachers at the first level for 1960 include pre-primary education and refer to grades 1 to 8.

For 1960, data on teachers at the first level refer to public education only.

Data for expenditure are given in millions.

ARGENTINA

Data on enrolment at the first level for 1960 include special education.

For 1976, data for public expenditure on education refer to 1975.

Data on expenditure for 1970 refer to expenditure of the central government only and data for 1975 refer to expenditure of the Ministry of Education only.

CHILE

Data on teachers at the first level for 1970 refer to public education only; and at the third level for 1975 refer to full-time teaching staff only.

Data on expenditure for 1960 and 1975 refer to expenditure of the Ministry of Education only.

COSTA RICA

For 1976, data for public expenditure on education refer to 1975.

CUBA

For 1975, data for public expenditure on education refer to 1974.

DOMINICAN REPUBLIC

Data on teachers at the first level for 1970 include pre-primary education.

ECUADOR

Data on enrolment and on teachers at the first level for 1960 and 1970 include evening schools.

MEXICO

For 1960 and 1976, data for public expenditure on education refer to 1961 and 1975 respectively.

PARAGUAY

Data on enrolment and on teachers at the first level for 1960, 1970 and 1974 include evening schools; data for 1970 and 1974 also include pre-primary education.

PERU

Data on expenditure for 1960 refer to expenditure of the central government only, and for 1970 refer to expenditure of the Ministry of Education only.